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ABSTRACT

With help from the Council on Library Resources and the National Endowment for the Humanities, a five-year Library Outreach Orientation Program was instituted at Eastern Michigan University. Through intensive contacts between the orientation librarian and faculty members in the humanities and social sciences, library sessions were set up during academic class periods to help students learn about resources and search strategies relevant to their current assignments. The program also included an elective library instruction course, production of a slide-tape for group and individual use, contact with student groups, campus publicity, and the initiation, in 1971, of annual conferences on library orientation for academic libraries. Questionnaires administered to both faculty and students elicited enough positive response to continue the program on university funds after the grant period ended. Appendixes, which make up the major part of the document, contain the proposal, staffing information, statistics, questionnaire results, library guides, and lists and examples of the special subject area guides used in the program. (LS)

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FIVE-YEAR LIBRARY OUTREACH ORIENTATION PROGRAM

FINAL REPORT

Eastern Michigan University
Center of Educational Resources

submitted by
Hannelore B. Rader,
Orientation Librarian

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

In August, 1970, the Center of Educational Resources (CER) at Eastern Michigan University received a $50,000 matching grant from the Council on Library Resources and the National Endowment for the Humanities for a five-year Library Outreach Orientation Program (see Appendix I for the Program Proposal). The major portion of the grant was designated for personnel expenses and a small fraction of it for travel and materials. By September, 1970, a Library Outreach Orientation Office with its own telephone number had been established in the CER. Publicity of the Library Outreach Orientation Program on campus was begun immediately, utilizing the campus newspaper, faculty, staff and other student publications as well as the campus radio station.

At the same time, the personnel designated to the Program began to prepare for the implementation of it by reviewing the literature in the area of library instruction and by completing two on-site visits of established library instruction programs, at Southern Illinois University in Edwardsville and at Northern Illinois University in DeKalb. This was followed by a review of the existing library orientation activities at Eastern Michigan University. Thus prepared, the library orientation staff was ready to plan the implementation of the Library Outreach Orientation objectives. The five annual reports present detailed information about the Program while this report presents a summary of the five-year activities with an emphasis on the final results and evaluation.

I would like to express my appreciation to the following persons for their continued interest and guidance in the Library Outreach Orientation Program: Dean A. P. Marshall, Dean of Academic Services at Eastern Michigan University; Dr. Fred Blum, Director of the CER at EMU; and, Foster Mohrhardt from the Council on Library Resources. Special thanks go to Laura Klann, Secretary of the Library Outreach Orientation Program for using her educational psychology background to complete all included statistical analyses.

PROGRAM OBJECTIVES

The objectives as stated in the Program Proposal were as follows:

1. Assure every student at Eastern Michigan University of the opportunity to understand basic library resources and their uses in the facilitation of his or her learning.

2. Explore methods for achieving the greatest understanding of basic library resources.

3. Assist the University's teaching faculty in understanding the contributions librarians are prepared to make to the students' learning and to encourage cooperative efforts to achieve this goal.

4. Demonstrate the role librarians can play in motivating students.

PROGRAM DESIGN

In order to accomplish the Program objectives, a new position was created in the CER: Orientation Librarian. Two persons were designated to be Orientation Librarians the first year supported by a half-time secretary. (See Appendix II for the Personnel Summary for the five years.) The Associate Director for Public Services, Sul Lee, was designated Coordinator of the Library Outreach Orientation Program by the Program Director, A. P. Marshall, and weekly meetings took place between the Coordinator and the Orientation Librarians. Additionally, monthly reports including detailed statistics were prepared for the Coordinator and the Program Director.

PROGRAM IMPLEMENTATION

A. Contact with administrators, faculty, staff, and students.

The Program Proposal specified that, to reach the objectives, concentrated efforts would be made with freshmen and sophomores in the Humanities and Social Sciences. Therefore, the Orientation Librarians completed a detailed study of the University's curriculum, specifically, the required basic studies, and identified the courses and instructors which would be most suitable for library instruction. This activity was followed by personal visits to all department heads (26) and to most deans and associate deans (7 out of 11) to publicize the Program, to enlist administrators' cooperation for it and to further identify courses and instructors suitable for library instruction. The Orientation Librarians had decided, after the study of the literature and the on-site visits of active library instruction programs, that they would concentrate their efforts on course-related and assignment-related library instruction. This goal was explained throughout the librarians' personal visits to administrators and instructors. The majority of the visited administrators were enthusiastic about the new Library Outreach Orientation Program and pledged their support for it by inviting the Orientation Librarians to departmental faculty meetings and by suggesting courses and instructors to contact.

The next activity involved personal visits by the Orientation Librarians to instructors who were teaching courses which might lend themselves to library instruction. One-hundred seventy-one (171) such visits took place the first year. (For a statistical summary, see Appendix III.) During these visits, the Library Outreach Orientation Program was explained and methods of cooperation between instructor and librarian in the area of bibliographic instruction were suggested. All instructors contacted were pleased and often surprised by the outreaching efforts of the Orientation Librarians. Most of them were very willing to cooperate and many of them welcomed the opportunity to discuss teaching goals and problems with librarians. As a result of these visits, the Orientation Librarians presented 148 library sessions to 2,569 students the first year. (For comparison statistics on library sessions - 1970-1975, see Appendix IV.)

Contacts were also made with all of the University's supporting programs and many of the student groups on campus. These contacts helped not only to publicize the Program but to

create an awareness for the librarians' outreach efforts and their services. Again, it was found that both academic supporting staff and students greeted these efforts with enthusiasm and began to take advantage of such services immediately by setting up group and individual tours and consultations with the Orientation Librarians whenever they needed library guidance.

B. Library Sessions

In order to demonstrate a different approach to library instruction, it was decided to call the former "library tour" or "library lecture", library session. In these library sessions, a variety of instructional methods was used such as lectures, discussions, team teaching, questions-answers, and application of research techniques under supervision. Usually, the sessions covered basic library orientation information followed by basic information sources like the card catalog, the indexes, and some reference sources as applied to specific research topics. Each session was planned with the instructor so his or her teaching objectives could be realized and also to help in motivating students toward library research. A form to record all necessary information and statistics was developed (see Appendix Y). Numerous signs, posters, and transparencies were developed to aid in teaching library information and sources. Students in the library sessions were taught a basic "information search strategy" which provides them with a systematic approach to library information of their topics. Each student was given printed handouts with orientation information and search strategies for different topics.

Most of the sessions were held in the CER, but on occasion, the Orientation Librarians went to classrooms in other buildings to give library instruction.

Almost always, instructors stayed for the library instruction session and this proved to be a most important method for acquainting them with new and old library materials and services and with librarians' contribution to the University's instructional goals.

All the library sessions were held during actual class time, and usually, just before students were ready to begin their library work. The Orientation Librarians insisted on providing library instruction when it would be needed and most useful because of the motivational factor.

On many occasions classes were given more than one library session in order to cover more materials in detail and in order to follow up the instruction with a working session so that students could apply their newly acquired library knowledge under supervision of the librarian and the instructor. Such working sessions were always very successful. (See Appendix VI for a five-year summary of library sessions.)

C. Instructional Materials

The most successful instructional aid developed during the Program are "study guides" which are information guides on topics. At the end of the Program, 68 such guides are available (see Appendix VII).

The Orientation Librarians also completed printed information sections on the CER and other instructional aids (see Appendix VIII).

Furthermore, a twenty-minute automated slide-tape introduction to the Library was also prepared in the Library Orientation Office in cooperation with Media Services and the Speech Department. This program is available in the lobby of the CER at the first two weeks of each term for orientation purposes.

EVALUATION OF THE PROGRAM

A. Faculty

The participating faculty members were surveyed informally each year to assess their feelings about the Library Outreach Orientation Program and to solicit suggestions for improving the Program. At the end of the Program, a questionnaire was sent to 99 faculty members who had been involved in the Program and 48% responded (see Appendix IX). Another 97 faculty members who had participated in the Program were not sent evaluations because they were no longer at EMU.

The results of this evaluation indicate that:

92% think that their students are more confident in using the library after a library session

73% feel that their students produce papers with better documentation after library instruction

46% indicate they require more library assignments as a result of the Program

83% will continue to make use of the Program

92% have become more aware and more familiar with library resources because of the Program

98% want the Program to be continued. (The comments which were added in this category are especially revealing. See Appendix IX, p. 8.)

77% responded by commenting on how their participation in the Program changed their attitude toward librarians as "contributors to student learning":

- 6 persons felt their attitude was changed in a positive direction
- 8 persons indicated that their positive attitude was reinforced
- 13 persons indicated a positive attitude without change
- 6 persons provided general comments

(See p. 9-10 of Appendix IX.)

B. Students

Throughout the five years of the Library Outreach Orientation Program, students' reactions to the library sessions were solicited in order to find out whether or not these sessions were accomplishing their purpose and in order to obtain the students's input for improving library instruction. The original evaluation form was revised several times to collect necessary information (see Appendix X). These evaluations were collected as follows:

Academic Year	Number of Evaluations Collected	% of Total Students in Sessions
1970/71	1140	36%
1971/72	143	5%
1972/73	1559	66%
1973/74	1177	42%
1974/75	157	5%

For a year by year comparison of these evaluations, see Appendix XI.

From the data on these evaluations (see Appendix X), it becomes clear that most of the students were freshmen. For most of them (82%), it had been the first such library session and for 16%, it had been the second session. Throughout the five-year Library Outreach Orientation Program, there was concern about the duplication of library instruction such as this and an effort was made to vary sessions for different subject areas so that a library session for Speech would be quite different than one for English Composition. Occasionally, students who had already had a library session would be excused.

From the evaluation data, it was also possible to get some library use information. It was found that 33% of the students were regular library users, 59% occasional library users, and 7% did not use the library at all.

Reasons cited for using the library varied, and ranged from: library assignments (57%), study hall (32%), and personal readings (29%) to social reasons (2%). Reasons for not using the library are cited in Appendix X.

We also found from the collected data (Question 5, Appendix X) that most students (74%) liked the way the library sessions were presented and 21% liked it somewhat. Only 3% did not like it. Since the answers were completely anonymous, it is hoped that these answers are a true indication of the students' feelings. The majority of the students (85%) also felt more or somewhat more confident in using the library after the session (Question 8). Question 6 asked students to give suggestions for improving the library sessions. Some of these suggestions were helpful in improving library instruction over the five-year period.

In question 7, students were asked if the library session helped them with their assignments. Most of them (88%) answered in the affirmative.

Question 9 asked students to indicate which area or source in the library they were still unclear about so that instruction in these areas could be improved. However, often the U.S. Documents and other specialized references were not covered during the sessions because of non-relevance or time limitations, and this accounts for the high percentages in these areas.

The last question solicited students' preferences on how they would like to receive library instruction. 64% indicated that they would prefer to attend a library session, 24% indicated that they would prefer to ask a librarian, 13% would rather ask a friend, and 9% would prefer to watch a slide-tape presentation.

During the last year of the grant program (1974/75), a questionnaire was developed to be sent to senior students to evaluate the impact of the five-year Library Outreach Orientation Program (Appendix XII). The questionnaire was mailed to 500 senior students randomly selected by the computer. A cover letter and a self-addressed stamped return envelope were enclosed with the questionnaire. Unfortunately, only 116 (23.2%) returned the questionnaire. The following is a summary report of the survey findings.

Senior Student Survey

The first part of this report provides general information about the evaluating students (Ss) and Part II summarizes their library orientation/instruction experiences. The value of library orientation/instruction (LOIE) to those Ss who have had it is summarized in Part III. Part IV summarizes the comparisons between students who have had library orientation/instruction (LOIs) and those who have not (NoLOIs) in their library skills and attitudes. This last section is most relevant. However, validity of results may be questionable due to all the problems inherent in this kind of survey (i.e. dependence on students' self-reporting, low percentage of return, and therefore small sample and unrepresentativeness in terms of sex, race, grade point average; lack of control of intervening variables). See Appendix XIII for all data tables.

I. Characteristics of Ss: The majority of Ss are white caucasian senior students between the ages of 17 and 30. About two-thirds are female and one-third are male. Most (83%) are good (B-) to excellent (A) students in the colleges of Education, Arts & Sciences, or Business (89%). Their major fields of study within those departments are widely varied. Almost half of them (48%) started at EMU as freshmen while a little over half (52%) did not.

II. Library Orientation/Instruction Experience (LOIE): 54% of the Ss have had a library orientation session, library tour, or library lecture presented by a librarian at EMU. NoLOIs comprise 46% of the sample. Most LOIs had their first LOIE in their freshman year, although about one-fifth had their experience in either their junior or senior year. Only 10% were reached during their sophomore year. 35% of the LOIs had more than one orientation/instruction experience and 18% had three to five such experiences during their sophomore, junior, and/or senior year.

Most LOI students had their library orientation/instruction through education or English classes (53%). 16% had LOIE through business classes, 9% through a library science class (e.g. the library orientation course), and 10% through a wide variety of other classes. Six percent had a library tour unassociated with any particular course and another six percent cannot remember how they got their LOIE.

The departments of English, education, and business brought their classes back most often for additional sessions.

III. Evaluation of LOIE by students: Most of those students who had LOI felt it was worth their time (89%) and that it prepared them, at least somewhat, for their library assignments (91%). In fact, 32% of LOIs felt that their LOIE had prepared them "a great deal" for such assignments.

IV. LOIs versus NoLOIs: This section is concerned with the differences in library attitudes, library usage, and library skills between Ss who have had library orientation/instruction (LOIs) and those who have not (NoLOIs).

Library Usage: The data indicate that 63% of all Ss use libraries regularly, 35% rarely, and 1% never. A slightly larger percentage of LOIs than NoLOIs report that they use libraries regularly while 2% more NoLOIs than LOIs use libraries rarely.

Use of Basic Information Sources: Subjects were asked to check each of the following information sources they have used: New York Times Index; Monthly Catalog; Social Sciences & Humanities Index; ERIC (Research in Education). The percentage data indicate that more LOIs than NoLOIs have used each of the four basic information sources. Also, LOIs have used two to four of the sources while more NoLOIs than LOIs indicate use of only one or none of the sources.

Use of Reference Sources in Subject Major: When asked if they are familiar with the reference sources in their major field of study, more LOIs than NoLOIs report themselves to be "very familiar" with such sources. A higher percentage of NoLOIs indicate that they are "somewhat" and "not at all" familiar with their major's sources. In addition, LOIs named 71% of all acceptable titles.

Attitude toward Libraries: 86% of all Ss see libraries as a source for all types of information, 37% as a study place, 34% as a place to get help with class work, and 5% as a social gathering place. LOIs attitudes differed from NoLOIs only slightly with a few more NoLOIs viewing libraries as a social place, and a few more LOIs seeing libraries in a more academic light.

Attitude toward EMU librarians: Observation of the data indicates that slightly more LOIs than NoLOIs place EMU librarians in a helping role -- seeing them as instructors who aid them in library usage. More NoLOIs than LOIs have a more impersonal impression of librarians or place them in a non-helper role -- seeing librarians as "information specialists" or "guardians of books".

EMU Library Confidence: A significantly greater percentage of LOIs than NoLOIs report that they are unreluctant to ask questions in the EMU Library and that they are confident they will receive an adequate answer. 34% of the NoLOIs indicated a lack of such confidence compared to only 11% of the LOIs.

V. Summary of LOIs versus NoLOIs: Differences between LOIs and NoLOIs, although slight in most cases, did appear in the percentage data indicating that more students who have had library orientation/instruction use libraries more frequently, have used the four basic information sources more, see librarians more as 'helpers', and have greater familiarity with reference sources in their major field of study. The major and significant difference occured between LOIs and NoLOIs in their EMU library confidence with a significantly greater percentage of LOIs feeling more confident when they use the library.

PROGRAM RESULTS

A. Results on Campus

The Library Outreach Orientation Program has helped to make the Library and its services more visable on campus. Through the 1,770 faculty contacts made by the Orientation Librarians in the five-year period and through the 654 library sessions provided by the Orientation Librarians to 13,784 students during this time, faculty and students have become increasingly more aware of the instructional capabilities of librarians and their expertise in the area of research and information sources. Additional librarian-student contacts, through students' visits to the office, residence halls, and other student group activities, have resulted in involving the library in most campus activities and have strengthened its supportive role.

As a direct result of the Program, instructors in most departments are giving more library assignments (see Appendix IX), make constant use of library-produced information guides, and ask for more library sessions as seen in Appendix IV.

Through the constant exposure to faculty, the Orientation Librarians have been deeply involved in faculty and other campus committees in the five-year period. This served to publicize the Program and to demonstrate the abilities of librarians as resource people.

Another interesting outcome of the Program can be seen in the area of reference service. Since the Program began, reference librarians have noted that students ask increasingly more difficult questions, as seen below:

Reference Questions Summary 1969-1975

Type of Question	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
General Information	51,714	57,593	48,683	45,983	42,128	58,909
Demonstrate	25,913	31,074	28,008	18,517	19,940	27,573
Search	3,391	4,075	6,640	10,260	9,266	11,573
Extended Search	27	216	660	1,035	788	1,025
TOTAL	81,045	92,958	83,991	75,795	72,122	99,080

As a result of the Program the Orientation Librarian has been teaching the Library Orientation Course (EDM 100) since 1972. This is a one-hour credit, elective course offered each term through the School of Education.

During the final year of the grant Program the Orientation Librarian and the Library Orientation Committee cooperated in the formulating of bibliographic instruction objectives (Appendix XIV) for all undergraduates. These objectives were adopted by the entire library faculty and after that, they were published in the Faculty-Staff News for the information of everyone on campus.

The final and also the most notable result of the Program on the campus is the retention of it in its entirety because administrators, faculty, and students have indicated a need for it and have supported it. In these times of budgetary crunches when many programs are abandoned or curtailed and new programs can often not be started, it is gratifying to note EMU's support for the Library Outreach Orientation Program.

B. EMU's Annual Conference on Library Orientation

On May 7, 1971, the First Annual Conference on Library Orientation for Academic Libraries was held at Eastern Michigan University. Fifty-five persons from 11 states and Canada participated and proceedings of this Conference were published by Pierian Press (see Appendix XV). Subsequent conferences were held each year, and more than 100 persons from most of the United States and Canada participated annually (Appendix XVI). Proceedings were published each year. Evaluations collected from conference participants have indicated that these Conferences are needed and that they should be continued. They have also indicated that the Fifth Annual Conference was the best one of the five. During that Conference, a faculty panel presenting "faculty views on library instruction" was videotaped and is available through interlibrary loan from the American Library Association (Appendix XVII).

C. National Impact

The annual orientation conferences and various publications (see Appendix XVIII) have helped to publicize the Library Outreach Orientation Program nationally. Inquiries by mail or telephone and even by personal visits are received continuously. The Orientation Office has also replied to information requests about library instruction from other countries such as Malaysia, England, Australia, Hong Kong, Puerto Rico, and South Africa to name but a few. Such information requests require detailed answers and are often supplemented with bibliographies and sample printed guides.

Many facets of the Program at EMU, especially the study guides, have been duplicated at other institutions.

The Orientation Librarian has been a member of state-wide and national committees on bibliographic instruction. Such membership and participation as a speaker in conferences and workshops on library instruction has helped to explain EMU's

Program to a wide audience of interested librarians and to provide advice and counsel to those librarians interested in starting or improving a library instruction program.

Last but not least, EMU's Library started a national clearinghouse on library instruction materials called Project LOEX in 1972. LOEX is now funded for three years by the Council on Library Resources.

D. Problems

There were a variety of problems to overcome throughout the five-year period. Personnel and administrative problems through the first three years caused a slow-down of the Program's progress. The first year, two Orientation Librarians cooperated in the Program with a half-time secretary. At the end of that year, it was felt that it would be better to have one librarian in charge for maximum efficiency and a full-time secretary plus some student help. Throughout the five years, adjustments were made in the personnel and administration of the Program and the final year featured the best situation (Appendix II). This is the way the Program is continued presently.

There were also problems within the Library when the Program began. It took two years, improved communication between librarians and administration, and patience to overcome such problems.

After the first year of the Program, the University calender was changed from full semesters to tri-semesters. This affected the Program because of shorter terms and less library-related assignments. At the same time, the basic studies curriculum was changed. Many of the required courses were eliminated and it became much more difficult to reach "all" students to provide them with library instruction. These changes slowed down the Program's progress considerably.

Another problem arose with the "individualism" among faculty. It is impossible for department heads to require some type of library-related assignment of all instructors of a given course and then obtain an assurance that they will all set up library sessions. Such requirements cannot be made because the freedom of teachers prevails. This meant that the Orientation Librarians had to work with each instructor to convince him or her about the importance of library instruction. It must be stated that most of the instructors were very cooperative. An example of this cooperation is the winter term of 1975, when 92% of the freshman English faculty cooperated with the Library Outreach Orientation Program to provide their students with library instruction.

Since attempts were made to reach as many students as possible, all applicable basic freshman courses were considered for library instruction such as English Composition, Speech, History of Civilization, and American Government. This resulted, at times,

in having students obtain the instruction more than once and, although the instruction was different in the various courses, students objected to the repetition. There were few such duplications and we tried to provide for them by giving students a quiz or excusing them from the session.

CONCLUSION

The original objectives of the Library Outreach Orientation Program were realized, at least partially, and campus-wide, the Program has had an impact on all members of the community. The problems which resulted within the library because of the Program were problems usually associated with change in any institution and the Library learned to cope with these problems and eventually to solve them.

The impact of the Program on the campus has been significant enough to assure its continuance supported by administrators, faculty, librarians, and students.

Several results such as the annual conferences, the publications, and especially, the national visibility of the Program had not been anticipated but have been gratefully appreciated by the Program's staff and the campus community.

Due to the financial support of the Council on Library Resources and the National Endowment for the Humanities, Eastern Michigan University's Center of Educational Resources has been able to contribute to an important area of librarianship -- user instruction in academic libraries. The Center has been and is most eager to continue sharing the Program's results and publications with the rest of the library community.

HBR/lek
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Appendix I

Proposal Title:	Library Outreach: An Orientation Program for the Humanities and Social Sciences, 1970/71
Applicant Agency:	Eastern Michigan University Ypsilanti, Michigan 48197
Project Director:	Albert P. Marshall Director of the Library Eastern Michigan University Telephone: Area Code 313 487-0020
Amount of Funds Requested:	$10,425.00
Submitted to :	Council on Library Resources
Date of Submission:	June 5, 1970
Transmitted by:	_____ Dr. Harold E. Sponberg President

PROPOSAL FOR A LIBRARY ORIENTATION PROGRAM

June 5, 1970

THE PROBLEM

A common malady which afflicts students in colleges and universities today is "knowledge deficiency". It results in the failure to make maximum use of basic library tools and resources. Though libraries are designed to facilitate the search for information, failure to use them properly affects the quality of performance and costs the student much lost time as well. Most students are encouraged to use the library, but failure to appreciate the role librarians are prepared to play, along with a natural hesitancy to venture into areas which mystify them, results in haphazard and inappropriate usage of available tools. Rather than think of the library as a first resource, students often make it a last resort.

The problem has an even more far-reaching aspect - that of motivating students to learn. The student who has the advantage of a librarian's training in facilitating his search for information will develop skills which he will be able to draw upon for the rest of his life. More than the acquisition of skills, however, he needs to acquire the ability to learn in an independent manner. He needs to develop an appreciation for the library as a learning center outside of and supplementary to the classroom.

Teaching faculty, often burdened with the problems of oversize classes, large numbers of papers to grade, and office conferences with many students, fail in their attempts to orient those without previous exposure in the proper use of basic resource materials. It is an unfortunate fact that faculty members as a whole have not accepted librarians as partners in the instructional process. Often unaware of the librarian's expertise in the interpretation of resources, teachers do not call upon them to play a full role in the education of students.

Eastern Michigan University's library and faculty are concerned with the problem of orienting students in the use of library resources. Recognizing the tremendous impact which can result from the full use of the background and training of librarians, they want to take the steps necessary to provide maximum opportunity for students to develop to their full potential, thus increasing their capacity for the improvement of society beyond the university.

BACKGROUND INFORMATION

Eastern Michigan University was organized in 1849 as Michigan State Normal College, with the primary function of training teachers for the elementary and secondary schools of the State. In 1956 an act of the Michigan State Legislature changed the name to Eastern Michigan College, and another in 1959, to Eastern Michigan University. Its growth within the past ten years is marked by an increase in student body from 4,689 in 1959/60 to 18,655 in 1969/70. During the 1970/71 school year the number is expected to go over 20,000. The number of FTE students fall semester 1969 was 15,938 served by an FTE faculty of 695.

Throughout this period of rapid growth, an effort has been made to acquire library resources to keep up with the burgeoning enrollment. The book budget has increased from $39,792.50 in 1960 to $203,061.00 in 1969/70. The library staff grew in the same period from 19 to 85 full-time persons, 35 of whom are professional. When the library moved into a new structure in 1967, seating was provided for about 1,800 students, with shelf space for approximately 350,000 volumes. This expanded space and additional income has allowed for some retrospective acquisition, but much of the income has had to go for currently needed materials. There are now more than 315,000 volumes, including government documents and bound periodicals, with additions being made at about 45,000 per year. Subscriptions to periodicals

total about 2,600 titles. The University administration is aware of the deficiencies and has pledged increases to provide more support to the library's educational program.

The Public Services Division of the library is organized on the divisional plan, with a Science and Technology Division, an Education and Psychology Division, a Social Sciences Division, and a Humanities Division. Each is staffed with from four to five professional librarians, with specialties which fit the particular objectives. As an example, the Humanities Division is headed by a librarian who specializes in art. On her staff is a librarian with a music specialty. Another has a specialty in foreign languages, while a third concentrates on English literature. In addition, there is a Technical Services Department in which librarians are well prepared in several subject areas and are usually available to provide assistance in public services when called upon to do so.

Though no accurate measurement of library usage is possible, a breakdown of some statistics for 1968/69 and the first half of 1969/70 is revealing. For home use, the average student used 13.5 books during all of last year, and had used 6.6 books through January of this year. Reference questions answered by librarians in the Social Sciences Division through February of the current year were 10,792, an average of 0.57 per student. In the Humanities Division, 9,223 questions were answered during the same period, an average of 0.49 per student. Recognizing that many students make satisfactory use of resources without assistance, it is the contention of librarians that many reference needs are not met simply because the student gives up without ever having sought proper assistance. Though the current objectives of the library staff include helping any student who needs it, questions often do go unanswered.

PROGRAM OBJECTIVES

The major objectives of this program may be stated as follows:

1. To assure every student at Eastern Michigan University the opportunity to understand basic library resources and their uses in the facilitation of his learning.
2. To explore methods for achieving the greatest understanding of basic library resources.
3. To identify for the teaching faculty the contributions librarians are prepared to make to the students' learning, and to encourage their working together to achieve this goal.
4. To demonstrate the role librarians can play in the motivation of students.

The persons to whom the responsibility for this program is assigned will have the time to work with teaching faculty and to develop approaches which are specifically designed to meet the needs of a particular class or particular students. This will be an outreach program in that librarians will offer their services to the faculty, both for classroom appearances and for work with groups of students or individuals in the library. Librarians will also be reaching out directly to students, encouraging them to view the library as a help, not a hurdle to be crossed. Faculty members will come to appreciate the particular abilities of librarians and will welcome them as members of a teaching team. Closer participation in the instructional process will give shape and purpose to the librarians' efforts, all to the benefit of the student.

The Orientation Librarians proposed in this program are already employed here and have acquired knowledge of the institution and its objectives.

Each has worked with orientation and played a part in the establishment of the program proposed here. Grant funds, matched by those of the University, will be used to employ additional persons to replace them in their regular positions.

PROGRAM DESIGN

The design of the orientation program will necessitate the establishment of the position of Orientation Librarian with two persons devoting full time to this work. They will be responsible for arranging appearances before more than 200 sections of freshman English, 77 courses for freshmen and sophomores in the social sciences, 14 sections of music, 21 sections of sociology, and 80 courses in speech and dramatic arts.

In addition, these librarians will have responsibility for arranging short orientation tours of the library building as well as organizing the new in-depth orientation program in the following manner:

1. Orientation sessions will be provided lower division students in the humanities and social science courses by arrangement with the teachers. They will be designed to meet the demands of specific assignments as previously determined.
2. Follow-up sessions will build on the earlier instruction with the objective of exploring with students as many of the standard resources as possible.
3. Meetings with small groups of students of five to ten will be scheduled in the library to provide a more personalized approach to specific bibliographic resources.
4. Selected students will be trained in the use of basic resources to provide assistance to other students at times when professional help is not available.

5. Bibliographies will be prepared for specifically assigned topics and distributed both within the class and to other interested persons. These will take into consideration the level of the students and their progress toward full understanding of basic resource materials.

By planning this innovative program for a five-year period, changes can be made in the design each year, determined by experience in its development. Careful studies will be made of library use, of the nature of questions asked, and the changing reliance upon basic resources for study. Cooperating with teachers, comparisons will be made between groups, both within and without the program. Evaluations of the program will be sought from teachers and librarians.

Outcomes of the program are expected to show more sophisticated use of library materials, greater appreciation of librarians' role in education, and more students with the ability to pursue on their own research of an intense nature.

PROGRAM BUDGET

Personnel		
2 Orientation Librarians - 10 months @ $8,500	$ 17,000	
1 Consultant - 3 days @ $100	300	
Fringe Benefits @ 15%	2,550	
Total - Personnel		$ 19,850
Travel		
For Orientation Librarians to visit other universities for purpose of observing methods and techniques - 2 @ $400	$ 800	
Travel and per diem ($1..00) for consultant	200	
Total - Travel		1,000
Program Total TOTAL BUDGET		$ 20,850
Eastern Michigan University's share		$ 10,425
TOTAL REQUESTED from Council on Library Resources		$ 10,425

Program funds will be used to employ replacements for the two regular staff members assigned as Orientation Librarians.

Expected to run for five years as an experimental program, the projected request for each of those years is estimated to be $10,000 per year, a total of $50,425. This amount will be matched by a sum no less than 100 percent of the grant.

PROGRAM PARTICIPANTS

PROGRAM DIRECTOR

The Director of Libraries will serve as the Program Director. He is a graduate of Lincoln University (Missouri) with a Bachelor of Arts degree; the University of Illinois, with a Bachelor of Science in Library Science and a Master of Arts in history. With a specific interest in intellectual history, he did further study in library science at the University of Illinois and in history at the University of Missouri. He served as librarian at Winston-Salem State Teachers College, Winston-Salem, North Carolina from 1941 to 1948, and University Librarian at Lincoln University (Missouri) from 1950 to 1969. He has been Director of the Library at Eastern Michigan University since September, 1969.

ORIENTATION LIBRARIANS (full-time)

Mrs. Hannelore B. Rader holds a Bachelor of Arts in Foreign Languages and a Master of Arts in Library Science degrees from the University of Michigan. She is currently studying at that institution on a part-time basis for an advanced subject masters in German Literature. She holds a secondary teaching certificate in Russian, Spanish, and German, and has taught adult education courses for three years. She currently serves on the library's orientation committee.

Mrs. Ann Andrew holds the Bachelor of Arts in English and the Master of Arts in Library Science degrees from the University of Michigan. She holds a secondary teaching certificate from the State of Michigan. About to begin her second year as a member of the library faculty, she has been active with the library orientation committee and has appeared before several classes to give lectures on the use of library materials.

Appendix II

PERSONNEL 1970-1975: Library Outreach Orientation

ACADEMIC YEAR	ADMINISTERED BY:	ORIENTATION LIBRARIAN(s)	SECRETARY	STUDENT ASSISTANT
1970-71	A.P. Marshall, Program Director Sul Lee, Program Coordinator	Hannelore B. Rader Ann Andrew	Half time: Virginia Majeske 10/5/70 - 7/30/71	
1971/72	A. P. Marshall, Program Director Sul Lee, Program Coordinator Matthias Newell, Head of Program	Matthias Newell Hannelore B. Rader	Half time: Beverly Williams 8/26/71 - 12/30/71 Half time: Nancy Lessl 1/25/72 -	
1972/73	A. P. Marshall, Program Director Sul Lee, Program Coordinator Robin Branstator, Head of Program	Robin Branstator	Half time: Nancy Lessl - 4/29/73 Half time: Laura Klann 3/12/73 -	Jil Safran (20 hours/wk) 1/3/73 - 5/4/73
1973/74	Dr. Carl Hintz, Acting Director-CER Hannelore B. Rader, Program Director	Hannelore B. Rader	Half time: Laura Klann - 9/16/73 Full time: Laura Klann 9/17/73 - 1/11/74 Full time: Roberta Riley 1/14/74 - 8/23/74	
1974/75	Dr. Fred Blum, Director of CER Hannelore B.Rader Program Director	Hannelore B. Rader	Full time: Linda T. Minty 9/9/74 - 12/6/74 Full time: Laura Klann 1/13/75 - present	Diane Posegay(20 hours/wk) 12/16/74 - present

24/25

Appendix III

Library Outreach Orientation

1970-1975 STATISTICS

ACADEMIC YEAR	STUDENT CONTACT					FACULTY CONTACT	SLIDE/TAPE USAGE		STUDY GUIDES		AIDS, TESTS & WORKSHEETS	
	LECTURE SESSIONS		TOURS		OTHER STUDENT CONTACT							
	Total # Sessions	Total # Students	# Tours	# Ss	Total # Students	Total # Faculty	# Times Used	# People	# New	# Copies	# New	# Copies
1970/71	148	2,569	40	411	147	386	-----		21	3845	6	550
1971/72	124	2,930	19	44	246	207	-----		11	1425	10	850
1972/73	101	2,361	25	239	212	235	-----		16	1700	6	475
1973/74	142	2,801	15	15	233	333	-----		8	1405	5	1040
1974/75	139	3,123	1	1	884	415	50	803	16	57,855	18	1353
									-4*		- 9*	
GRAND TOTALS:	654	13,784	100	710	1,722	1,770	50	803	68	66,230	36	4,268

Note: "Contact" figures do not include faculty or students solicited for five-year evaluation surveys.

Note: Slide/tape was developed in 1974. Figures do not include CER Lobby showings.

Note: See Appendices VII and VIII for lists of aids, tests, & worksheets.
* Obsolete & discontinued.

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COMPARISON SUMMARY STATISTICS

ACADEMIC YEAR	TOTAL CER LECTURE SESSIONS	TOTAL SESSIONS given by ORIENTATION	TOTAL SESSIONS given by OTHER DIVISIONS
1969-70	141	-- Pre-Program --	141
1970-71	318	148	170
1971-72	288	124	164
1972-73	260	101	159
1973-74	316	142	174
1974-75	301	139	162
GRAND TOTALS:	1,624	654	970

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Appendix V

LECTURE REQUEST
Orientation
Month_____ Year_____

INSTRUCTOR:
Department:
Telephone:

LECTURE(S):

DATE(S)	TIME(S)	PLACE(S)	# STUDENTS

OBJECTIVES of class/TOPICS of papers/ POINTS to be covered:

MATERIALS, AIDS, etc. supplied to class(es):

SCHEDULING INFORMATION

Date of Request:_____

LECTURES

Date:_____
Time:_____
Room:_____
Letter:_____
LAC:_____
O.Cal:_____

FOLLOW-UP(S)

Date:_____
Time:_____
Room:_____
Letter:_____
LAC:_____
O.Cal:_____

WORK SESSIONS

Date:_____
Time:_____
Room:_____
Letter:_____
LAC:_____
O.Cal:_____

LEK
9/75

Year 1: 1970-71
2: 1971-72
3: 1972-73
4: 1973-74
5: 1974-75

Appendix VI

1970-1975

A FIVE YEAR SUMMARY

Lecture Sessions Given
Outreach Orientation

INSTRUCTOR	YEAR(S)	COURSE	TYPE SESSION	NUMBER CLASSES	NUMBER STUDENTS
Ackenhusen	5	ENG 121	FR(P)	1	27
Ackenhusen	4,5	ENG 121	FR	5	121
Ackenhusen	5	ENG 121	FO	1	27
Allen	1,4	RDG 500	FR	3	59
Bachelder	1	ENG 122	FR	2	27
Baker	1	ENG 122	FR	2	21
Ballou	5	ENG 120	FR(P)	2	36
Ballou	5	ENG 121	FR	2	49
Barlow	1	ENG 122	FR	2	35
Barkus	5	ENG 120/1	FR(P)	4	91
Bates	4,5	COPING	SP	2	40
Barnyak	4,5	RDG 582	GR	2	67
Beagan	1	SPH 121	FR	3	20
Bender	4	ENG 121	FR	3	72
Blair	4	EDP 100	FR(P)	2	26
Blood	1	SPH 121	FR	2	23
Bishop	1,2,3,5	ENG 121	FR	8	191
Bishop	2	ENG 121	FO	1	25
Bowen	2	ENG 121	FR	2	25
Bowen	1,2	SPH 121	FR	10	86
Boyne	3	VETS	SP	1	4
Bruneau	5	SPH 475	UG	2	64
Brylowski	5	ENG 121	FR	4	96
Bushey	4,5	EDP 100	FR(P)	2	44
Butcher	4	ENG 121	FR	4	89
Casale	1	ENG 122	FR	2	30
Casanave	1	ENG 122	FR	1	17
Carter	1	ED 303	UG	2	30
Catherine	3	SPH 121	FR	1	23
Cheney	4	ART 101	FR	2	30
Chivers	5	EDP 100	FR(P)	1	15
Chmielewski	5	ENG 120	FR	1	18
Cline	5	ENG 121	FR	2	47
Cobb	5	ENG 120/1	FR(P)	4	85
Cook	4	HS	SP	1	40
Cooper	1,2,3,4,5	ENG 121	FR	15	280
Cooper	3	ENG 121	FO	2	54
Counseling	1	STY SKLS	SP	1	20
Cross	1	ENG 207	UG	2	49
Daniels	1	SPH 121	FR	3	35
Davenport	2	STY SKLS	SP	1	1
Davenport	3	HST	FR	3	15
Day	2	ENG	FR	2	50
DeBoer	5	HS	SP	1	14
DeLoach	1,2,3	BS.ED 596	GR	3	53
Decker	5	ENG 121	FR	1	20
Decker	2	ENG 215	UG	3	64
Decker	2	ENG 215	FO	1	25
Devers	2	ENG	FR	1	20
DiGiovanni	1	ENG 122	FR	1	25

Five Year Session Summary

INSTRUCTOR	YEAR(S)	COURSE	TYPE SESSION	NUMBER CLASSES	NUMBER STUDENTS
Dixon	1	ENG 121	FO	1	15
Dixon	1,2	ENG 121	FR	2	23
Disbrow	2	HIST	FR	1	25
Dougherty	1,2,3,4,5	ENG 121	FR	15	298
Dougherty	1	ENG 121	FO	1	17
Ducker	2	ENG 121	FR	2	50
Ducker	2	ENG 121	FO	2	45
Eaton	1	ENG 121	FR	2	23
Ebling	4	SPH 121	FR	3	56
Edwards	3	ENG 121	FR	3	75
Edwards	3	ENG 121	FO	1	25
Einstadter	1	ENG 122	FR	1	19
Eroda	2	SPH	FR	1	24
Ervin	5	ENG 120/1	FR	3	74
Etter	4	ENG 121	FR	4	102
Etter	4	ENG 121	FO	2	40
Evans	1	SPH 121	FR	1	40
Fitzgerald	1,2,3	ENG 121	FR	4	81
Force	5	ENG 120/1	FR(P)	4	100
Frank	1	ENG 122	FR	1	12
Freathy	1	SPH 121	FR	3	32
Freathy	1	SHP 124	FR	1	13
Freehill	3	ENG 121	FR	3	69
Fulton	2,3,4	ENG 121	FR	7	152
Fulton	3	ENG 121	FO	2	50
Gasman	4	HS	SP	1	25
Geffen	5	SNG 506	GR	1	42
Gehenn	1	ENG 122	FR	1	15
Gex	2	ED	UG	1	10
Goldfeather	1	ENG 122	FR	2	39
Goodman	4	EDP 100	FR(P)	1	16
Gosseaux	2,4	CUR 418	UG	2	63
Gottwald	2	SP ED	GR	1	6
Haass	5	ENG 121	FR	2	41
Hala	4,5	ENG 121	FR	5	112
Hamilton	5	HS	SP	3	116
Hayes	4	INT STYS	SP	1	13
Haver	1	ENG 121	FR	1	15
Harris	1	ENG 122	FR	1	20
Helpie	2	SPH 121	FR	3	62
Hennings	1	ENG 122	FR	1	10
Herrick	5	OT 201	UG	1	31
Hoagland	1	ENG 122	FR	1	17
Holkeboer	2,3,4,5	ENG 121	FR	6	117
Holkeboer	3,4	ENG 121	FO	3	65
Holoka	5	ENG 121	FR	1	25
Homel	2	HIST	UG	1	12
Hourami	1,2	POLI SCI	UG	2	74
Howard	1	ENG 121	FR	1	20
Hudson	5	ENG 121	FR	2	39
Hyde	1,2	SPH 121	FR	4	56
Ingersoll	2,3,4,5	ENG 121	FR(P)	6	93
Ingram	3	ENG 121	FR	2	45
Isaacson	1,2,3,5	ENG 121	FR	4	76
Johnson	1,3,4,5	ENG 121/2	FR	8	191
Jones	2,3	ED 418	UG	3	45

Five Year Session Summary

INSTRUCTOR	YEAR(S)	COURSE	TYPE SESSION	NUMBER CLASSES	NUMBER STUDENTS
Jones	5	CUR 303	UG	2	67
Jones	5	CUR 303	FO	2	67
Jordan	5	ENG 120	FR(P)	1	24
Kallbacher	1,2	ENG 121/2	FR	6	120
Keating	2	SPH	FR	5	79
Keefe	4	ENG 121	FO	4	82
Keefe	4,5	ENG	FR	8	181
Kelly	5	ENG 120/1	FR(P)	4	89
Kemp	2	ORIEN	SP	1	12
Kinney	4	SPH 121	FR	3	61
Kiminski	4	EDP 100	FR(P)	2	29
Klein	5	ENG 121	FR	2	47
Knight	2	PSY	UG	1	200
Knosebud	1	ENG 122	FR	2	25
Kraft	1	ENG 122	FR	1	18
Kuras	1	ENG 122	FR	2	43
Kureth	1	ENG 122	FR	2	45
Kerman	1	ENG 122	FR	2	42
LaBounty	1,2,3	IND ART	FR	4	102
LaBounty	1,2	IND ART	FO	2	32
Lamberg	1	ENG 122	FR	1	15
Langrelo	2	SPH	FR	6	128
Lansing	1	AM GOV	FR	1	55
Larson	5	ENG 121	FR	1	24
Larson	5	ENG 120	FR(P)	1	18
Larson	5	ENG 121	FO	2	48
Lavigne	2	HLTH ED	UG	1	28
Lawniczak	1	ENG 122	FR	1	25
Leedom	5	ENG 120/1	FR(P)	4	81
Lederman	4,5	EDP 100	FR(P)	4	76
Liebetrau	4	ENG 121	FR	3	69
Lindenberg	2	AM GOV	FR	1	60
Lindquist	4	ENG 121	FR	1	25
Livesay	1	ENG 122	FR	2	38
Lucas	4,5	ENG 121	FR	4	79
Lucas	4,5	ENG 121	FO	4	92
MacDonald	3	ENG 121	FR	1	16
Madsen	3,4,5	ENG 121	FR(P)	9	197
Madsen	3	ENG 121	FO	2	50
Maher	1,2	SPH 121	FR	9	168
Marshall	3	ENG 121	FR	6	152
Marshall	2	PSY	FR	1	90
Mayfield	3	ENG 121	FR	4	100
McAndless	1	ENG 122	FR	4	90
McAndless	1	ENG 122	FO	2	50
McCloud	5	SPH 121	FR	2	48
McLaughlin	5	ENG 121	FR	4	93
McLean	1,4	EDP 100	FR(P)	2	35
Minihan	2	SOC	FR	2	45
Moore	1,3	ENG 121	FR	2	32
Moores	3	Eng 121	FR	2	50
Moss	2	SOC	FR	2	110
Muckenhurn	4	INT STY	FR	1	10
Murray	2	SPH	FR	1	15
Myers	5	SPH 121	FR	1	30
Myers	4,5	ENG 121	FR	6	132

Five Year Session Summary

INSTRUCTOR	YEAR(S)	COURSE	TYPE SESSION	NUMBER CLASSES	NUMBER STUDENTS
Natt	1,2	ENG 122	FR	5	109
Nelson	2,4	ENG 121	FR	2	38
Nilsen	1	ENG 207	FR	1	30
Nilsen	1	ENG 122	FR	2	45
Oppenheim	3	VETS	SP	1	4
Osovski	2	ENG 121	FR	1	20
Orser	1	ENG 122	FR	2	34
Parker	4	ENG	FR	4	72
Pearson	4	ENG	FR	2	37
Pearson	4	ENG	FO	2	17
Pearson	4,5	ECON 596	GR	2	12
Ralston	2	SPH	FR	3	59
Randall	3	ENG 121	FR	2	51
Reed	2,3,4	ENG 121	FR	4	57
Reuter	5	ENG 120	FR(P)	2	40
Reynolds	5	ENG 121	FR	1	17
Robb	3	SPH 124	FR	1	25
Rosenblum	1	ENG	FR	2	27
Rosenburg	5	ENG 121	FR	1	26
Rosenburg	5	ENG 121	FO	4	103
Ross	4,5	ENG 121	FR	4	58
Ross	4,5	ENG 121	FO	5	67
Rossiter	5	HST 335	UG	3	65
Rueter	5	ENG 121	FR(P)	1	25
Ruihley	5	ENG 121	FR	8	185
Sabalivnas	2	FOV	UG	1	4
Saffer	1	ENG 122	FR	1	18
Samonte	2	ED SEM	UG	1	20
Sander	3,4	ENG 121	FR	5	112
Sander	4	ENG 121	FO	1	36
Sanders	1,2	ENG 122	FR	2	38
Sawyer	1,2	ENG 122	FR	5	96
Schmedlin	1	ENG 122	FR	2	33
Schmedlin	1	ENG 122	FO	2	21
Schroeder	1	ENG 122	FR	2	38
Schultz	2	ENG 121	FR	2	41
Schaefer	2	ENG 121	FR	5	112
Seidelman	1	SPH 121	FR	1	22
Seidelman	1	SPH 121	FO	1	15
Sellman	4,5	ENG 121	FR	6	116
Sellman	4,5	ENG 121	FO	4	80
Shipman	4	ART 101	FR	2	20
Smith	5	ENG 121	FR	1	12
Snellings	3,4	ENG 121	FR	8	167
Snellings 4	4	ENG 121	FO	2	48
Snyder	5	ENG 121	FR	2	50
Soleman	2	GOV	UG	5	235
Spoolman	4	ENG 121	FR	2	48
Spoolman	4	ENG 121	FO	1	24
Spratkee	3	IND ED	FR	1	12
Smith	1,3	ENG 122	FR	3	55
Staal	5	ENG 121	FR	3	52
Stevens	1,3,4	Eng 122	FR	4	83
Sullenger	3	ROTC 100	FR	2	32
Talayco	1	ENG 122	FR	2	30
Tandon	4,5	ENG 121	FR	6	112

Five Year Session Summary

INSTRUCTOR	YEAR(S)	COURSE	TYPE SESSION	NUMBER CLASSES	NUMBER STUDENTS
Tate	2	COUN	FR	1	20
Thompson	1,4	ENG 120/2	FR(P)	3	38
Thorton	4	SPH 121	FR	5	151
Tibbals	4	CUR 303	UG	1	25
Timko	1	ENG 121	FR	3	35
Touhey	3	ENG 121	FR	3	59
Touhey	3	ENG 121	FO	3	59
Tuckey	1	SPH 124	FR	3	65
Tymn	1,3,4	ENG 121/2	FR	2	50
Tymn	5	ENG 120	FR(P)	1	10
Tymn	3,4	ENG 121	FO	2	37
Vann	3	COPING	SP	1	11
Vehar	5	SPH 121	FR	1	23
Walters	2,5	ENG 120	FR(P)	3	35
Waite	1	ENG 122	FR	2	44
Wasik	5	PED 240	UG	4	84
Webb	1,3,5	ENG 121/2	FR	4	159
Weidner	1,2	ENG 122	FR	4	93
Weidner	\2	ENG 122	FO	2	48
Wild	1	ENG 121	FR	1	15
Williams	2	ENG 122	FR	1	15
Williams	2	SOC	FR	1	62
Wolnosky	1	ENG 122	FR	2	33
Wood	2	ENG 121	FR	2	40
Woods	2,3	ENG 121 F	FR	4	99
Woods	3	ENG 121	FO	2	49
Woronoff	4,5	EDP 100	FR(P)	2	49
Wittke	2	HIST	GR	1	10
Wright	4	ENG 121	FR	2	50
Wright	4	ENG 121	FO	2	22
Yako	1	ENG 122	FR	2	19
Zambito	5	CUR 100	FR	1	3
Zeek	3	ENG 121	FR	3	80
* Zorn	1,2	ENG 121/2	FR	3	52
			TOTAL:	654	13,784

** Breakdown of Totals:

Freshmen (FR) including specially admitted(FR-P):	523	10,689
Other Undergraduates (UG):	38	1,170
Graduate Students (GR):	10	190
Special Classes (SP):	15	300
GRAND TOTAL - First Encounters:	586	12,330
TOTAL- Repeat Encounters: [Follow-Up Sessions (FO)]	68	1,435
GRAND TOTAL:	654	13,784

*Total # different instructors = 110.

** A few previous classification errors have been corrected here, thus total of individual annual summaries may not exactly equal totals in each category.

Year 1: 1970-71
Year 2: 1971-72
Year 3: 1972-73
Year 4: 1973-74
Year 5: 1974-75

APPENDIX VII
1970-1975

Eastern Michigan University
Center of Educational Resources
Orientation Office

LIST OF STUDY GUIDES

YEAR ORIGINATED	
4	*ADVERTISING
3	*AGING
4	*ALCOHOLISM
2	*ART
2	*ASTROLOGY
5	BILINGUAL EDUCATION
5	BIOGRAPHY
1	*BLACKS
1	*BROADCASTING
3	*BUSINESS EDUCATION
1	*CAPITAL PUNISHMENT
2	*CAREERS
3	CENSORSHIP
2	*CHICANOS
4	*CHILD ABUSE
2	*CHINA
5	CITY AND REGIONAL PLANNING
1	*CIVIL DISOBEDIENCE
1	*CIVIL RIGHTS
1	COMMUNITY HEALTH CARE
3	*CONSUMERISM
5	CRIB DEATH
4	*CRIMINOLOGY
1	*CURRENT EVENTS
2	*DEATH
3	*DEFENSE, UNITED STATES
1	*DRUGS
3	*ECOLOGY
4	*ENERGY CRISIS
2	*ENVIRONMENTAL HEALTH
1	*FABRIC DESIGNERS
3	*FAMILY
1	*FASHION DESIGNERS
1	*FILMS

YEAR:	
5	FOOD FADS
1	*HOSPITALS
1	*IMPRESSIONISM (in art)
1	*INDIANS
3	INDUSTRIAL EDUCATION
5	INFLATION
5	LITERARY CRITICISM
2	*MARRIAGE
5	MASS TRANSIT
4	*MENTAL RETARDATION
3	*MINORITIES
5	MYTHOLOGY
5	NURSING HOMES
5	NUTRITION
5	OCCUPATIONAL THERAPY
3	*OCCULT SCIENCES
5	OPEN EDUCATION
5	PETROLEUM INDUSTRY
4	*PHOTOGRAPHY
2	*POLLUTION
1	*POPULATION CONTROL
5	POVERTY
3	*PRISON REFORM
5	PRIVACY
3	*RELIGION
3	*ROCK MUSIC
1	ROMANTICISM, EARLY AMERICAN
3	*SEXUALITY
2	SOVIET FOREIGN RELATIONS
3	*SPORTS
3	*VIOLENCE
2	*VOTING
1	*WITCHCRAFT
4	*WOMEN

YEAR	# NEW GUIDES	
1	21	-4
2	11	
3	16	
4	8	
5	16	
TOTAL:	72	less 4 obsolete
	68	

OBSOLETE:
1 JOURNALISM
1 POLITICAL SCI.
1 RACE
1 STATE & LOCAL GOVERNMENT

Study guides and other helpful materials are available free at the Library Assistance Center on the Main Floor of the Library or in the Library Orientation Office, Room 217 H.

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* Revised 1974-75

Appendix VII
Study Guide Sample
EASTERN MICHIGAN UNIVERSITY

Center of Educational Resources

HOW TO FIND INFORMATION ON: BILINGUAL EDUCATION

The following sources may be consulted to find information about BILINGUAL EDUCATION. You may have to think of additional headings to locate related material.

BOOKS

Main Card Catalog - Subject Section — Lobby, 2nd floor

Look under such headings as:

- Bilingualism
- Children - Language
- Education, Bilingual
- Education, Bilingual - U.S.
- Language, Modern - Study and Teaching - Psychological aspects

BIBLIOGRAPHIES

Bibliographic Index — Index Tables, 3rd floor

Look under such headings as:

- Bilingualism
- Education, Bilingual

ARTICLES

British Education Index — Index Tables, 2nd floor

Look under:

- Bilingualism

British Humanities Index — Index Tables, 3rd floor

Look under such headings as:

- Children and Language
- Foreign Languages - Study and Teaching

Canadian Education Index — Index Tables, 2nd floor

Look under such headings as:

- Bilingual Schools
- Bilingualism

Education Index — Index Tables, 2nd floor

Look under such headings as:

- Bilingual instruction
- Bilingualism
- Language and culture
- Multilingualism

continued:

Readers' Guide to Periodical Literature — Index Tables, 3rd floor

Look under:

Languages, Modern - Study and Teaching

Social Sciences and Humanities Index — Index Tables, 3rd floor

Look under such headings as:

Bilingualism
Languages, Modern - Study and Teaching

State Education Journal Index — Index Tables, 2nd floor

Look under:

Bilingual student

ABSTRACTS

Child Development Abstracts and Bibliography — Index Tables, 2nd floor

Look under such headings as:

Bilingual development
Bilingualism and education

ERIC. Research in Education — Index Tables, 2nd floor

Look under such headings as:

Bilingual education
Bilingual Schools
Bilingual Students
Bilingual teacher aides
Bilingual teachers
Bilingualism

Exceptional Child Education Abstracts — Index Tables, 2nd floor

Look under:

Bilingual students

Language and Language Behavior Abstracts — Index Tables, 3rd floor

Look under such headings as:

Bilingualism
Plurilingualism

Language Teaching Abstracts — Index Tables, 2nd floor

Look under:

Bilingualism

PAMPHLETS

Vertical File — Education & Psychology, 2nd floor

Look under such headings as:

Bilingual education
Bilingualism

continued:

DOCUMENTS

Monthly Catalog — Documents, Index Tables, 3rd floor

Look under such headings as:

Bilingual education
Language and languages - bilingual

NEWSPAPER ARTICLES

New York Times Index — Index Tables, 3rd floor

Look under such headings as:

Bilingual Children's Television, Inc.
Education - N.Y.C. - Equal Education Opportunities

Newsbank — Humanities, Microform Room, 3rd floor

Look under such headings as:

Education - Curricula - bilingual programs
Education - Public Schools - libraries - bilingual
Education - Race Relations - Minorities - bilingual and bicultural institute
Education - Race Relations - public schools - bilingual programs
Education - Teachers - training - bilingual programs

OTHER SOURCES OF INFORMATION

Bilingual Schooling in the U.S. (LC 3731 A 75) — Stacks, 2nd floor

Bilingual Schooling in the U.S. (HE 5.2:B49/v.1, 2) — Documents Section, 3rd floor

Cultural Pluralism in Education (LC 3731 C63) — Stacks, 2nd floor

Early Childhood Bilingual Education (LC 3731 E17) — Stacks, 2nd floor

Encyclopedia of Education (Ref LB 15 E47) — Reference Shelves, 2nd floor

Look under:

Bilingual children, Teaching of

Handbook of Research on Teaching (Ref LB 1028 .G3) — Reference Shelves, 2nd floor

Language Arts for the Exceptional: The Gifted and the Linguistically Different (LB 1575.8 K65) — Stacks, 2nd floor

Teaching the Bilingual (LC 3731 P52) — Stacks, 2nd floor

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Appendix VIII

INSTRUCTIONAL AIDS, TESTS, & WORKSHEETS
Library Outreach Orientation

Academic Year - Originated	Aids
1973/74	*Basic Information Sources
1974/75	Basic Reference Sources
1974/75	Bibliography, Sample
1974/75	Bibliographic Form
1973/74	Bibliographic Form (long)
1974/75	Bibliographic Form (short)
1970/71	*Calling Card
1974/75	CER Flier
1972/73	Card Catalog, Use of Main
1970/71	Debate Guide
1971/72	Economics, L.C. Categories
1971/72	Education, Research in
1974/75	ERIC
1972/73	Fact Sheet - CER
1973/74	Floorplans (see Handbook I)
1971/72	Footnotes
1974/75	*Handbook Section I
1974/75	*Handbook Section II
1974/75	*Handbook Section III
1974/75	*Handbook Section IV
1974/75	Handbook Section V (not yet in print)
1971/72	History, German
1970/71	History, People in
1973/74	Hours, Library
1972/73	Indexes, How to Use
1974/75	*Indexes, Notations from
1971/72	Journalism guide
1974/75	L.C. Classification
1973/74	Location of Books & Periodicals
1974/75	Packet, Student (see *s)
1970/71	Poetry guide
1971/72	Political Science guide
1974/75	Shores Checkpoints
1971/72	Soviet Foreign Relations guide
1974/75	Special Education, Research in
1974/75	Study Guides, Current list of

Summary:

Year	Number of Aids
1970/71	4
1971/72	7
1972/73	3
1973/74	5
1974/75	17
Total:	36

Tests & Worksheets	Academic Year Originated
Bibliographic Worksheet	71/72
Pre-Post Test	72/73
Questionnaire for students with previous library instruction.	70/71
Questionnaire - PASS Students	72/73
Quiz	71/72
Work Experience - PASS Students	72/73
Worksheet - "Using the Library"	74/75
Worksheet - "Where do you look for..."#1	71/72
Worksheet - "Where do you look for..."#2	71/72

Summary:

Year	Number of Tests & Worksheets
1970/71	2
1971/72	3
1972/73	3
1973/74	0
1974/75	1
Total:	9

* These aids comprise the Student Packets. Also generally included in the Packet is a sample Study Guide.

(Jah 11/75)

EASTERN MICHIGAN UNIVERSITY LIBRARY: SAMPLE BIBLIOGRAPHY

A bibliography is the listing of all sources of information used in the research paper. The basic makeup of a bibliographical entry takes the paragraph form, that is, periods (.) are placed after author, after title, after publication information. Variations to this basic makeup appear below.

Book (single volume)
Toffler, Alvin. Future shock. New York: Random House, 1970.

Book (multiple volumes)
Eysenck, Hans J., ed. Readings in extraversion-introversion. 3 vols. New York, Wiley-Interscience, 1971.

Edition
Frasier, James E. An introduction to the study of education. 3d ed., rev. New York: Harper and Row, 1965.

Encyclopedia (an article)
Hamilton, George H. "Modern Art," Encyclopedia Americana (1972) 19:289e-289j.

Translation
Endo, Shusaku. The golden country, trans. Francis Mathy. Rutland, Vt.: Charles E. Tuttle, 1970.

Periodical article
Williams, G., 3rd. "Transcendental meditation: can it fight drug abuse?" Science Digest, 71 (February 1972), 74-79.

Editor
Murrow, Edward R. In search of light; the broadcasts of Edward R. Murrow, 1938-1961; ed. Edward Bliss, Jr. New York: Knopf, 1967.

Joint authors
Nader, Ralph and Donald Ross. Action for a change: a students' manual for public interest organizing. New York: Grossman, 1971.

Multiple authors
Brim, Orville G., Jr. and others. Personality and decision processes. Stanford: Stanford University Press, 1962.

No date of publication
Dickens, Charles. The mystery of Edwin Drood. New York: W. J. Black, n. d.

Essay from a book
Ayres, Eugene. "Social attitude toward invention," in Science in Progress, 10th series, ed. Hugh Taylor, 47-73. New Haven: Yale University Press, 1957.

Newspaper article
Ryan, William L. "Summit may cost Brezhnev allies," Detroit Free Press, May 30, 1972, p. 7-A, col. 4.

Government Document
U. S. Environmental Protection Agency. Working toward a better environment--some career choices. Washington: Superintendent of Documents, 1972.

Eastern Michigan University

CENTER OF EDUCATIONAL RESOURCES

A Guide to:

BASIC REFERENCE SOURCES

Any library reference section contains a variety of information and a guide such as this cannot possibly convey the depth and extensiveness of information to be obtained in a reference section.

The aim of this guide is to familiarize you with various types of reference materials and their possible usefulness to you. All materials listed here are available in the reference section on the third floor of the Center of Educational Resources.

ALMANACS and YEARBOOKS

They are annual publications listing all types of facts statistics, events, etc.

Example: Almanac of Current World Leaders (REF. D 410 .C8X)
This is an alphabetical listing by country, of the chief administrative officer and his cabinet for nations of the world.

Example: The Americana (REF. AE 5 .A55)
This annual publication records the progress and events of the previous year.

Example: Current Biography (REF. CT 100 .C8)
This yearly publication gives up-to-date biographies of people in all walks of life.

BIBLIOGRAPHIES

They are lists of sources on a particular subject of lists of references consulted in preparing reports, papers, books, etc. The arrangement of the bibliographies could be by subject, author, title or types of sources, to name but a few.

Example: A Laymen's Guide to Negro History (REF. Soc.Sci. 21361 .N 39 S23 1967)
This work includes two parts. Part one lists facts about the history of negro people in the U.S. Part two lists bibliographies which also include paperbacks.

Example: Reader's Adviser: A Guide to the Best in Literature (REF. Hum. Z 1035 .B7)
This publication lists works of an author, biographical information about the author and critiques of the author's works.

DICTIONARIES

They give definition of terms, names or words and are arranged alphabetically. In addition to the language encyclopedias such as Webster's Third New International Dictionary, there are many subject dictionaries.

Example: A Dictionary of Art Terms and Techniques (REF. N33 .M36)
Short definitions for art terms and techniques are given in this work, arranged alphabetically.

continued:

BASIC REFERENCE SOURCES, continued

DICTIONARIES, CONTINUED:

Example: Dictionary of American Biography (REF. E 176 .D 563)
This set of 13 volumes gives biographical information about significant American citizens from colonial times to World War II.

DIRECTORIES

They are alphabetical listings of people, places, organizations, products, etc.

Example: World of Learning (REF. AS 2.W6 1970/71)
This is an international guide to cultural, educational and scientific institutions located in each country.

Example: Who's Who in America (REF. E663 .W 56 1970/71)
Lists short biographical information about living men and women in the United States

ENCYCLOPEDIAS

These works contain informative articles on diverse subjects in alphabetical arrangement. There are general encyclopedias such as the Encyclopedia Britanica and subject encyclopedias such as:

Example: International Encyclopedia of the Social Sciences (REF. H 40 .A2 I5)
This gives scholarly articles on many topics in politics, economics, law, sociology, social work, etc.

Example: Encyclopedia of the Opera (REF. ML 102 .06 E9 1963)
A source book about opera and opera performances giving histories, plots, and characters of operas.

HANDBOOKS

They are quick reference manuals often providing the user with instruction and guidance in a subject area.

Example: Statistical Abstracts of the U.S. (REF. HA 202 1971)
This is published annually and presents statistics on many subjects of general interest in summary form.

Example: Facts on File (Ref. D 410 .F3)
This is a digest of the world's news published weekly.

Example: Oxford Companion to the Theatre (REF. PN 2035 .H3 1967)
This work gives difinitions of terms, movements, as well as information about people connected with the theatre.

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EASTERN MICHIGAN UNIVERSITY

Center of Educational Resources

BASIC INFORMATION SOURCES

A. CARD CATALOG — Lobby, 2nd floor

To find books use the main CARD CATALOG. It has been divided into two sections. One section lists books alphabetically by author and title, the other section lists them alphabetically by subject. The call number of each book consists of several lines of letters and numbers and is always listed on the upper left hand corner of the cards in the catalog. After obtaining the call number, check the call number directory located by the CARD CATALOG to determine the location of each particular call number.

B. PERIODICAL INDEXES

To find articles in journals a variety of indexes may be used.

1. Readers' Guide to Periodical Literature — Index Tables, 3rd floor

This is an index to about 160 general U.S. periodicals such as Life, Newsweek, Readers' Digest etc. The arrangement is alphabetically by subject and author. The information given for each entry includes the title of the article, the name of the journal, the volume and page numbers and the date of issue.

2. Social Sciences and Humanities Index — Index Tables, 3rd floor

Before 1965 this index was called International Index to Periodicals. This is an index to more than 200 scholarly and professional journals in the areas of social sciences and humanities. The arrangement of this index and the information given is similar to that of the Readers' Guide.

There are many more periodical indexes in the library for various subject areas such as Education, Art, Music, etc. Ask the librarians whenever you need assistance.

C. NEWSPAPER INDEXES

New York Times Index — Index Tables, 3rd floor

This is a subject index to information which has appeared in the New York Times. Many cross references are supplied within the alphabetical subject arrangement. The indexes are cumulated yearly and are kept up to date by bi-weekly supplements. The index is usually about two months behind the current issue of the paper. The information presented under the subjects includes date, page, and column numbers. For Sunday papers a section number is also indicated.

The library also has the Wall Street Journal Index and the Christian Science Monitor Index.

D. ABSTRACTS

In addition to the various indexes, ABSTRACTS are useful information sources for articles, books, reports, dissertations, and other materials. In some subject areas ABSTRACTS serve as an index for the subject, such as Psychological Abstracts for Psychology.

ABSTRACTS are arranged by broad subject areas and numbers. For efficient use of ABSTRACTS author and subject indexes are usually supplied. Information given for each ABSTRACT includes author, title, journal if applicable, pages, publication date and a summary paragraph.

E. PAMPHLET FILES

Each division of the library has a pamphlet file arranged alphabetically by subject. The material within these files can be checked out for one week. This is a good source for additional current information on a particular topic.

F. DOCUMENTS

The library receives many of the documents published by the U.S. government. These documents are shelved in a separate section on the third floor. There are documents available on many different subjects, such as birth control, crime, etc. The index to the documents is called the Monthly Catalog and includes an alphabetical subject index. Most of the documents can be checked out. For assistance in using the documents, please ask the documents librarian.

G. REFERENCE WORKS

Reference books are kept in specified areas in each division and must be used in the library only. They are arranged on the shelves by call numbers and can be identified by "Ref." written above the call number. In the reference sections you can find such works as encyclopedias, handbooks, dictionaries, almanacs, directories and subject bibliographies.

Appendix VIII, continued:
Aids

BIBLIOGRAPHIC FORM

PARTS OF REFERENCE BOOKS

Durkin, Dolores. "Early Readers", Encyclopedia of Education. New York: MacMillan, 1971. VII, 378-382.

PAMPHLETS

Everyone Can Learn to Read. New York: Reading Reform Foundation. 35 pp.

MAGAZINES

Graham, A. B. "Creative Writing in the Reading Class", English Journal. LXIV (January, 1975), 40-1.

RESEARCH

Downing, John A. Interactive Relationships with Computers in Teaching Reading. New Orleans: International Reading Association, 1970. 11 pp.

Name

Durkin, Dolores. "Early Readers", Encyclopedia of Education. New York: MacMillan. 1971. VII, 378-382.

Annotation

5/75

Appendix VIII, continued:
Aids

EASTERN MICHIGAN UNIVERSITY
LIBRARY

OUTREACH ORIENTATION PROGRAM

BIBLIOGRAPHICAL FORMS

Note: This is a short form acceptable for pubiication purposes. if you prefer to give the publisher's name in full, it is also correct. Arrange bibliographies alphabetically by the entry. (Author, title or person the book is about.) It is correct to divide by the divisions of the paper or the form of the material, but under these divisions, the entry should be alphabetical.

In annotating a bibliography, follow form of the first entry under I. BOOKS, A. 1.

I. BOOKS

A. General form for an entire book.

1. Author's, compiler's, editor's last name, first name, initial. Title of the book underlined. Edition, if one. Place (city) of publication: Publisher's name, date of publication.

Chiera, Edward F. They Wrote on Clay. Chicago:University of Chicago Press, 1938.

Assyrian civilization of about 2000 B.C. reconstructed in light of the records contained on the clay tablets of the period.

Evans, Bergan and Cornelia. Dictionary of Contemporary American Usage. New York: Random, 1957.

Huffard, Grace T., Carlisle, Laura M., and Ferris, Helen J. My Poetry Book.... New York: Winston, 1934.

Talmadge, John E., et al., eds. The Rhetoric Reader. Chicago: Scott, Foresman, 1962.

2. Organization as main entry. Name of organization first. Remainder same as I. A. 1., above.

American Association of School Librarians. Standards for School Media Programs. Chicago: The Association, 1969.

3. Title as main entry. Title underlined. Edition, if there is one. Place of publication: publisher, date of publication. If more than one volume, total number.

Columbia Encyclopedia in One Volume. 3rd ed. New York: University Press, 1963.

Encyclopaedia Britannica. Chicago: Encyclopaedia Britannica, 1971. 30 v.

Statesman's Year-book: Statistical and Historical Annual.... New York: Macmillan, 1971.

4. Individual biographies and autobiographies. Last name of individual about whome the book is written, first name, initial. Birth and death dates. Remainder the same as I.A.1. above, unless it is part of the book, as in the last example.

PAVLOVA, ANNA, 1885-1931.
Malvern, Gladys. Dancing Star. New York : Messner, 1942.

STUART, JESSE, 1907-
The Thread That Runs So True. New York: Scribner, 1949.

TAFT, ROBERT ALPHONSO, 1889-1953.
Kennedy, John F. Profiles in Courage. New York: Harper, 1961, pp. 211-224.

B. Parts of Books

Demographic Yearbook. 15th ed. New York: United Nations, 1964, p.209.

Dewey, Melvil H. Abridged Decimal Classification. 9th ed. Lake Placid, New York: Forest Press, 1965, pp. 4-11.

"Indians, American." Encyclopedia Americana. 1968. XV, 43-60.

Thayer, Ernest L. "Casey at the Bat," Hohn, Max T. Stories in Verse. New York: Odyssey, 1943, pp. 7-107.

U.S. Bureau of the Census. Historical Statistics of the United States: Colonial Times to 1957. Washington, D.C.: Government Printing Office, 1960, pp. 34-9.

II. PAMPHLETS

A. The general form is similar to that for books. Indicate in the annotation that it is a pamphlet, or keep in a separate group in the bibliography headed "Pamphlets."

American Library Association. A Basic Book Collection for High Schools. 7th ed. Chicago: The Association, 1963.

Michigan. State Library. Michigan in Books, a Selected List. Lansing: The Library, 1971.

Motherwell, Hiram S. Rebuilding Europe after Victory. Public Affairs Pamphlets #81. Washington, D.C.: Public Affairs Committee, 1943.

III. PERIODICALS

A. The form for bound or unbound magazines is the same. Author of the article. Title of the article in quotation marks, name of the magazine underlined, volume in Roman numerals, month, day, year in parentheses, pages in Arabic numerals.

1. Magazines

"A Break for the Blind," Library Journal, XC (February 15, 1966), 830-833.

Gaver, Mary V. "Education of the Librarian for the Modern School," School Life, ZLIV (July, 1962), 32-7

2. Newspapers

Gilroy, Harry. "Librarians See Massive Federal Grants Assuring Them a Bright Future," New York Times, July 12, 1966, p.19.

'Nation Found to Be Short of Trained Librarians," Detroit Free Press, June 18, 1966, Section B, p.11.

SAMPLE NOTE CARDS

Ref.
H
46
.A2
I5

Rose, Arnold M. "Minorities," International Encyclopedia of the Social Sciences, X (1968), 365-371.

Gives good overview of subject, lists various minority groups in the world. Includes long bibliography.

HT
1521
.S5323

Schermerhorn, Richard A., 1903- Comparative ethnic relations; a framework for theory and research. New York, Random House, 1970, p. 14.

A minority group is defined as an ethnic group which is composed of less than half of the population of a given society and has limited access to the economic and political powers of that society.

Logan, A. 'Around city hall: New York, a city of minority pressure groups," New Yorker, (Mr 11, 1972), 85-92.

Gives a good portrayal of the influence by many minority groups in one city on its politics.

BIBLIOGRAPHIC FORM

Social Change

BOOKS

Toffler, Alvin. Future Shock. New York: Random House, 1970.

PARTS OF BOOKS

Moore, Wilbert E. "Social Change," International Encyclopedia of the Social Sciences. New York: MacMillan, 1963. XIV 365-375.

MAGAZINES

Weinberg, C. "Schools and Social Change," School and Society, IC (December, 1971), 487-9.

NEWSPAPERS

Elkind, David. "Wilhelm Reich - The Psychoanalyst as Revolutionary," New York Times, April 18, 1971, 25 - 27.

CALLING CARD

Sample

Room 217 M
487-0168

Ms Hannelore Rader
Orientation Librarian

CER FLIER

Sample

THE CENTER OF EDUCATIONAL RESOURCE
CONSISTS OF TWO MAJOR AREAS,

MEDIA SERVICES

AND THE

UNIVERSITY LIBRARY

MEDIA SERVICES includes a Record Listening Room, audio visual materials such as recordings, films and filmstrips, educational television and production services.

THE UNIVERSITY LIBRARY contains a variety of materials on contemporary and retrospective topics for course work and personal enrichment. The collection is housed in an attractive new building and includes approximately 400,000 volumes, 4,000 periodical titles and 150,000 microforms. There are also many pamphlets, newspapers and government documents in the library.

The staff of the University Library is dedicated to assist you in your information search. Instruction in the use of the Library's resources is a major priority for all librarians.

WE HOPE TO SEE YOU SOON

EASTERN MICHIGAN UNIVERSITY LIBRARY

USE OF MAIN CARD CATALOG

The MAIN CARD CATALOG is divided into two parts, one an author-title catalog and the other a subject catalog, both arranged alphabetically. The catalogs in the Division Libraries are arranged by author, subject and title in one alphabet.

Author-Title Catalog

Arranged alphabetically, consists of cards for all works by personal and corporate authors and all titles and other types of entries. Also contains cards for materials on order.

Examples:

Individuals as authors:
- Brooks, Gwendolyn, 1917-
- Galbraith, John Kennedy, 1908-
- Huxley, Aldous Leonard, 1894-1963
- Shakespeare, William, 1564-1616
- Washington, George, Pres. U.S., 1732-1799

Corporate bodies as authors: (includes government bodies, associations, firms, political parties, conferences, etc.):
- American Mathematical Society.
- American Bar Association.
- Conference on Marine Biology.
- London. National Gallery.
- Michigan. University.
- Norway.
- Republican Party.
- U. S. Library of Congress.

Titles:
- Arabian nights.
- Atomic and nuclear physics.
- Bible.
- Get it right.
- Journal of business.
- The Ship of Fools
- Your family and its money.

Subject Catalog

Arranged alphabetically, consists of cards with headings in red for all works about personal and corporate authors including author-title subject entries(criticisms), topical subjects and political jurisdictions as subjects.

Examples:

Individuals as subjects (including works of these individuals as subjects):
- Albee, Edward, 1928-
- O'Neill, Eugene Gladstone, 1888-1953
  - The iceman cometh.
- Peter, Saint, apostle.
- Shakespeare, William, 1564-1616.
  - Hamlet.
- Shakespeare, William-Bibliography

Corporate bodies as subjects (includes government bodies, associations, firms, institutions, political parties, etc.):
- American Library Association.
- Democratic Party-History
- Eastern Michigan University, Ypsilanti.
- London. National Gallery.
- U.S. Dept. of State.

Topical Subjects:
- Atomic energy.
- European War, 1914-1918.
- Fortran(Computer program language).
- Great Lakes.
- Project Apollo.

Political jurisdictions as subjects(works about countries, states, provinces, cities,etc.):
- Ann Arbor, Michigan - History

11/72
Orientation-Library

Appendix VIII, continued: Aids
Eastern Michigan University

High School Debate Workshop - 1971

LIBRARY AIDS TO RESEARCH

LOCATION	TITLE
3rd Floor	
Index Tables	Readers' Guide to Periodical Literature The basic tool for locating magazine articles on a wide variety of subjects.
Index Tables	Social Sciences and Humanities Index Similar to the Readers' Guide, but covering more scholarly periodicals, and limited to subjects related to the social sciences and the humanities.
Index Tables	Public Affairs Information Service (PAIS) Another subject index, this one lists books and pamphlets as well as magazine articles.
Index Tables	New York Times Index A subject index to all articles appearing in the New York Times newspaper.
Reference Shelves (Ref. JK] .C66)	Congressional Quarterly Almanac
Periodicals	Congressional Quarterly Weekly Report Comments on Congressional activity, and often provides useful background articles.
Periodicals	Congressional Digest The August-September issue is devoted to the debate topic.
Documents Collection	Monthly Catalog of U.S. Government Publications Has annual volumes with a subject index for each year. Locate the document number of the item you want, then find it by that number in our Documents Collection
Documents Collection	Congressional Information Service (CIS) Index An index to publications of the House and the Senate, including committee hearings.
Social Sciences Reference Desk	Current History, a World Affairs Journal The June, July and August issues are devoted to the debate topic. These issues will be kept on reserve at the Social Sciences Reference Desk as soon as they arrive.

SUBJECT HEADINGS

Following are some suggested subject headings for locating information in thecard catalogs and magazine indexes. When using the main card catalog in the lobby, be sure to go to the Subject Catalog. There is a separate Author-Title Catalog.

Courts
Law - Methodology
Due process of law
Justice, Administration of -- U.S.
Courts-martial and courts of inquiry -- U.S.
Jury (or Juries)
Trials
Crimminal procedure

Appendix VIII, continued:
Aids
EASTERN MICHIGAN UNIVERSITY
LIBRARY

LC Numbers for Economics in EMU Library

AC 1 Capitalism

B 3614 Ethics

D 16 History - Philosophy

H 61 Social Science - methodology

HB 72 Christian Ethics
HB 75 Economics - History
HB 171 Economics
HB 199 Investments
HB 301 Wages
HB 501 Capitalism
HB 701 Property
HB 3714 Business Cycles

HC 57 Political Science
HC 106 U.S. - economic conditions

HD 31 Industrial management
HD 38 Management
HD 54 Agriculture
HD 82 Economic policy

HF 1007 Commercial policy
HF 5351 Business

HM 35 Sociology

HN 40 Sociology, Mohammedan
HN 64 Social ethics

HX 246 Socialism
HX 314 Communism
HX 844 Anarchism

JA 77 Political science

JC 252 Political theory - U.S.
JC 585 Liberalism

JK 271 U.S. - Politics and government

LB 1583 Industry and education (second floor)

2/25/72
MCN:ml

EASTERN MICHIGAN UNIVERSITY

Center of Educational Resources

A Guide to: RESEARCH IN EDUCATION

All materials listed below are in the Education-Psychology Division on the second floor.

BIBLIOGRAPHIES

Documentation in Education by Arvid J. Burke. New York, Columbia University, 1967. (Ref. Z 711 .B93 1967)

This basic source for educational research materials explains also how to locate information.

International Guide to Educational Documentation 1955-1965. 2 vols. Published by UNESCO in Paris, 1971. (Ed. Psych. Ref. Z 5811 .U32)

This is a world guide to available materials for educational research. Annotated lists of important educational resources are provided for each country.

Research Studies in Education; a subject and author index of doctoral dissertation reports and field studies, and a research methods bibliography, 1941--Bloomington, Ind: Phi Delta Kappa, 1970. (Ed. Psych. Ref. Z 5811 .L93)

Sources in Educational Research. A selected and annotated bibliography by Theodore Manheim and others. Detroit, Wayne State University, 1960. (Ed. Psych. Ref. Z 5811 .M25) v. 1 on

This serves as an introduction to the research literature in the various fields of education.

SUBJECT DICTIONARIES

Dictionary of Education by C. V. Good, 3rd ed. New York, McGraw-Hill, 1973. (Ed. Psych. Ref. LB 15 .G6)

A comprehensive and scholarly dictionary of technical and professional terms and concepts in education.

SUBJECT ENCYCLOPEDIAS

Cyclopedia of Education by P. Monroe. 5 v. New York, Macmillan, 1911. (Ref. LB 15 .M7)

Useful source of information for history and biography in education.

Encyclopedia of Education by E. Blishen. New York: Philosophical Library, 1970. (Ref. LB 15 .B56)

A one-volume reference for the entire field of education.

Encyclopedia of Education 10 v. New York: Mac'Millan, 1971. (Ref. LB 15 .E47)

This work was designed to describe in 1,000 articles the range of educational interests and practices for professional as well as lay people interested in education.

Smith, E. W. The Educator's Encyclopedia, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961. (Ref LB 17 .S6)

A one-volume overview of American education.

RESEARCH SUMMARIES AND REVIEWS

Encyclopedia of Educational Research by the American Educational Research Association, 4th ed. New York, Mac'Millan, 1969. (Ref. LB 15 .E48)

This is a critical evaluation and bibliography of research in education. Long articles on all aspects of education summarize the findings of significant research.

Review of Educational Research Periodical Section

This is a periodical published five times a year by the American Educational Research Association and supplements the Encyclopedia of Educational Research. Each issue concentrates on a single area of education and gives summaries of research in each area.

PERIODICAL INDEXES AND ABSTRACTS

Current Index to Journals in Education (CIJE) Index Tables

This index began in 1969 and is published by ERIC. It is a subject index to 500 education and education-related journals.

Education Index Index Tables

This index began in 1929 and provides an author-subject approach to journals in education.

British Education Index Index Tables

This index began in 1954 and provides subject coverage of British education journals.

Business Education Index Index Tables

This index started in 1940 and lists business education articles in journals and yearbooks by author and subject.

Canadian Education Index Index Tables

This is an author-subject index to education information in Canadian journals, books, pamphlets and reports. It began in 1965.

Psychological Abstracts — Index Tables

Began in 1927 and provides non-evaluative summaries of the world's literature in psychology and related disiplines.

Resources in Education — Index Tables

This publication began in 1965 and is published monthly by ERIC (Educational Resources Information Center). Each publication consists of abstracts listed by numbers, subject, author and title indexes. The library has most of these listed materials on microfiche.

Education and Psychology Division
University Library
Eastern Michigan University

E R I C
(Educational Resources Information Center)

ERIC is a nationwide educational information system operated by the National Institute of Education. The system, through its network of clearinghouses, acquires, selects, abstracts, indexes, stores, retrieves and disseminates the most significant and up-to-date documents on many aspects of education.

ALL DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE (EDRS) ARE HOUSED IN THE EDUCATION AND PSYCHOLOGY DIVISION IN MICROFICHE FORM. These are 4 x 6 inch microfilm cards containing up to 98 pages of text. They are filed in sequential order and are kept with the microfiche readers in the microfilm room. A fiche printer is available to copy the documents at ten cents a frame.

All indexes to ERIC are kept in the Education and Psychology Division.

ERIC REFERENCE TOOLS

Thesaurus of ERIC Descriptors is the source of all subject headings used for indexing and for retrieval of documents and journals in the ERIC collection. Each document entered into the system is assigned several descriptors that indicate the essential contents of the document.

Research in Education (Resources in Education 1975-) [RIE]. About 1000 documents from all eighteen ERIC clearinghouses are indexed and abstracted in RIE each month. Each document has been assigned an ED (ERIC Document) number, which is used to locate both the abstract and the complete text in the microfiche collection. Every issue of RIE also includes indexes by subject, author, and institution. Semi-annual and annual indexes are also available.

Current Index to Journals in Education (CIJE). Articles from nearly 600 educational journals are indexed in the same manner in another monthly publication. While these articles are assigned an EJ (for Educational Journal) accession number, this number will only help locate an annotation for the article. Semi-annual and annual indexes are also available.

CUMULATED INDEX

ERIC Educational Documents Index. Includes references to all research documents in the ERIC collection: Research in Education, 1966 through 1972; ERIC Catalog of Selected Documents on the Disadvantaged; and Office of Education Reports, 1956 through 1965.

Includes a Subject Index with complete titles and ERIC ascession numbers (ED) numbers). Complete titles and ED numbers are also listed with each entry in the Author Index.

The ED numbers refer the user to abstracts published in Educational Documents Abstracts, to the special collections listed above, and to microfiche of the documents.

CUMULATED ABSTRACTS

Research in Education - Report Resumes, November 1966 - December 1967.

ERIC Educational Documents Abstracts. Includes all reports which appeared in RIE from January 1968 through Decmeber 1972.

HOW TO USE ERIC REFERENCE TOOLS

First - Using the Thesaurus of ERIC Descriptors, identify your key search term and select additional terms, such as the narrower term (NT) broader term (BT), related term (RT). Two other notations are used: A scope note (SN) to explain a term, and "use for, instead of" (UF).

Then - Check these descriptors in the index of each monthly RIE not yet contained in a cumulated index volume. Continue the search as far back in the cumulated volume, as desired.

Next - Refer to the monthly RIE or the cumulated abstract volumes corresponding to the ED numbers you have recorded. If you want to read the full text, note the source and copy the ED number.

1. These documents available on microfiche can be read on the microfiche reader in the Microfilm Room.

2. Documents not available on microfiche can sometimes be located through the main card catalog. Others may be purchased from the indicated source.

Continue your search by turning to CIJE for periodical literature. Remember that the articles cited refer to journals generally in the library's periodical collection - not in the ERIC microfiche collection. Use the EJ number to find a short annotation in the Main Entry Section. TAke down the full citation for artieles you wish to read.

SPECIAL COLLECTIONS

Office of Education Research Reports, 1956-65. Provides indexes and abstracts of 1214 research reports received before the start of RIE.

ERIC Catalog of Selected Documents on the Disadvantaged. Contains abstracts and subject index of reports -- up to 1966.

Selected Documents in Higher Education. Number and subject index of 845 documents -- up to 1966.

Exceptional Child Education Abstracts, a quarterly publication of the Clearinghouse on Exceptional children includes ED numbers for documents available in the microfiche collection. Many of the journal articles cited may be found in the library's periodical collection.

*ERIC CLEARINGHOUSES ON . . . .

CAREER EDUCATION

COUNSELING AND PERSONNEL SERVICES

DISADVANTAGED

EARLY CHILDHOOD EDUCATION

EDUCATIONAL MANAGEMENT

HANDICAPPED AND GIFTED CHILDREN

HIGHER EDUCATION

INFORMATION RESOURCES
JUNIOR COLLEGES
LANGUAGES AND LINGUISTICS

READING AND COMMUNICATION SKILLS

RURAL EDUCATION AND SMALL SCHOOLS

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

TEACHER EDUCATION

TESTS, MEASUREMENT, AND EVALUATION

*For addresses, consult a recent issue of RIE.

CENTER OF EDUCATIONAL RESOURCES

Fact Sheet
University Library

Cost of Building and Equipment:	$ 2,680,000.00
Size of Building:	145,400 square feet
Total Library Collection:	446,557 volumes; 211,097 microforms
Book Capacity:	Approximately 450,000 volumes
Seating Capacity:	1,900
Tables and Carrels by:	Steelcase, Inc.
Paneling in Circulation and Public Catalog Area:	Honey teak plastic laminate
Architect:	Swanson Associates
Designer:	Eipsan Saarinen, Swanson A. I. D. Interiors
Staff Size:	104 full-time staff 124 part-time student assistants
Approximate Size of Divisional Collections - Books and Periodicals:	Education and Psychology 90,665 Humanities 135,114 Science and Technology 88,450 Social Sciences 132,328

Building can be expanded to the east. Can be tripled in size.

12/31/74

EASTERN MICHIGAN UNIVERSITY LIBRARY

FACT SHEET

Total Library Collection: 391,887 volumes, 153,840 microforms

Book Capacity: Approximately 400,000 volumes

Seating Capacity: 1,800

Periodical Titles Subscribed to: Approximately 4,000

Staff Size: 94 full-time and about 125 part-time student assistants

Approximate Size of Divisional Collections - Books and Periodicals:

Education and Psychology: 82,000

Humanities: 119,450

Science and Technology: 78,450

Social Sciences: 112,000

Library Orientation

9/73

EASTERN MICHIGAN UNIVERSITY LIBRARY

Fact Sheet

Cost of Building and Equipment: $2,680,000

Size of Building: Approximately 140,000 square feet

Size of Old Building: Approximately 30,000 square feet

Total Library Collection: 180,000 volumes

Book Capacity: Approximately 360,000 volumes when all stacks are installed

Seating Capacity: Approximately 1,700 (400 in old library)

Tables and Carrels: Steelcase, Inc.

Paneling in circulation and Public Catalog Area: Honey teak plastic laminate

Building can be expanded to the east. Can be doubled in size.

Staff Size: 52 full-time and about 100 part time student assistants.

Architect: Swanson Associates

Designer: Pipsan Searinen Swanson A.I.D. Interiors

Approximate Size of Divisional Collections--Books and Periodicals:

Education and Psychology	31,700
Humanities	57,000
Science and Technology	26,400
Social Sciences	54,000

EASTERN MICHIGAN UNIVERSITY LIBRARY: SAMPLE FOOTNOTES

Footnotes give proof of your research. The main purpose of the footnote is to give the exact page reference to something in the text that needs documentation. The basic makeup of a footnote is: author, title (underlined), publisher, (in parenthesis) and page number. A footnote is written in sentence form, that is commas (,) are used to separate the author, title and page, parentheses () are used to set off the publication information. The period (.) comes only at the end of the notation. Variation to this basic makeup appear below.

Book (single volume)

Alvin Toffler, Future shock (New York: Random House, 1970), p. 5

Book (multiple volumes)

James J. Jordan, ed., Readings in exceptional children (New York: Wiley-Interscience, 1971), III, p. 124.

Edition

James L. Mursell, An introduction to the study of education, 3d ed. rev. (New York: Harper and Row, 1953), p. 36.

Encyclopedia

George H. Boehm, "Modern Art," Encyclopedia Americana (1972), 19 [sic-289].

Translation

Shusaku Endo, The golden country, trans. Francis Mathy (Rutland, Vt.: Charles E. Tuttle, 1970) p. 76.

Periodical article

G. Williams, Jr., "Transcendental meditation: Can it fight drug abuse?," Science Digest 71 (February 1972), pp. 4-10.

Letter

Edwin S. Morrow, In search of light, the [illegible] of Edwin S. Morrow, 1918-1961, ed. Edwin [illegible], Jr. (New York: [illegible], 1961), p. [illegible].

Joint authors

Ralph Nader and Donald Ross, Action [illegible] a student's manual for public interest organizing (New York: Grossman, 1971), p. 7.

Multiple authors

Orville G. Brim, Jr. and others, Personality and decision processes (Stanford: Stanford University Press, 1962), p. 52.

No date of publication

Charles Dickens, The Mystery of Edwin Drood (New York: E. J. Black, n.d.), p. 124.

Essay from a book

Eugene Ayres, "Social attitude toward invention," in Science in Progress, 12th series, ed. Hugh Taylor (New Haven: Yale University Press, 1945), pp. 47-73.

Newspaper article

William L. Ryan, "Summit may cost Brezhnev allies," Detroit Free Press, May 12, 1972, p. 7-A, col. 1.

Government document

U.S. Environmental Protection Agency, Air [illegible] [illegible]

Center of Educational Resources

Eastern Michigan University

I General Information

Welcome to the Center of Educational Resources!!!

ORGANIZATION

The Center of Educational Resources includes Media Services and the University Library. Access to the building is on the second (main) floor.

The Library is divided into four subject divisions:

Science and Technology	first floor
Education and Psychology	second (main) floor
Social Sciences	third floor
Humanities	third floor

In each of the four divisions are books, periodicals, microforms, reference service and other special collections.

Media Services is divided into four Units:

Engineering	114 Ford Hall
Instructional Development	112 Library
Production:	
(Graphics and Photographs)	110 Library
(TV and Motion Pictures)	114 Ford Hall
Utilization and Distribution	112 Library

The Engineering Unit provides consultation to determine needs for public address, sound, and/or video systems for classroom use, conferences, meetings, musical events and student activities. Engineering also installs and operates equipment and systems.

The Instructional Development Unit assists faculty and/or departments in the development of appropriate media to achieve the educational goals of a course or curriculum. Consultation is usually followed by appropriate production activity to produce the most effective media utilization.

The Production Unit produces for instructional use charts, graphs, photographs, slides, audio tape recordings, video tape recordings, mounted and laminated materials, overhead visuals, and motion pictures through the use of the extensive facilities available in the Library and the TV Center in Ford Hall.

The Utilization and Distribution Unit is responsible for the purchase, storage and circulation of non-print materials--films, filmstrips, phonodiscs, audio tape recordings, video tape recordings, transparencies, and slides. This Unit also provides the equipment required to utilize effectively the various non-print materials. A pool of equipment is available in this Unit for individual checkout and use.

HOURS

Regular Library hours are as follows:

Monday - Thursday	7:45 a.m. - 12:00 midnight
Friday	7:45 a.m. - 11:00 p.m.
Saturday	9:00 a.m. - 11:00 p.m.
Sunday	1:00 p.m. - 12:00 midnight

Regular Media Services hours are as follows:

Monday - Thursday	7:45 a.m. - 9:00 p.m.
Friday	7:45 a.m. - 5:00 p.m.
Saturday	Closed
Sunday	5:00 p.m. - 9:00 p.m.

The Production Unit and Engineering Unit maintain hours as arranged.

For spring and summer sessions, holidays, vacation and intersession, hours vary and will be posted at the entrance.

TELEPHONE NUMBERS

Library Assistance Center (Information)	487-3316
Central Serials Record	487-1166
Circulation	487-0226
Education and Psychology	487-0490
Humanities	487-1016
Science and Technology	487-3191
Social Sciences	487-2288
Media Services	487-2220
Engineering Unit	487-3311
Instructional Development Unit	487-2220
Production Unit	487-3311
Utilization and Distribution Unit	487-2220

CIRCULATION

Library materials are checked out at the Circulation Desk on the second (main) floor. Students and staff in possession of a valid identification card may borrow materials as follows:

Books	two weeks
U.S. Documents	two weeks
Pamphlets and other related items	one week
Children's Books	three days

Reference materials, periodicals and some Children's Books are for building use only.

Library materials may be renewed if no one else has requested them. This may be done in person or by phone (487-0226). The fine for most overdue materials is ten cents per day per item.

Media Services materials and equipment may be checked out in 112 Library. The length of time for which various materials and pieces of equipment may be borrowed varies.

Borrowed equipment may be renewed if no one else is waiting for it. Renewal may be done in person or by phone (487-2220). Materials may also be renewed if no one has requested them, but renewal must be done in person.

CHILDREN'S LITERATURE COLLECTION

The Children's Literature Collection is located in the Education and Psychology Division on the second (main) floor. The books in this collection are for use by students in Children's Literature and storytelling courses.

CITY AND REGIONAL PLANNING

Materials on city and regional planning can be found in a special collection in the Humanities Division on the third floor.

COLLEGE CATALOGS

A collection of current catalogs from colleges and universities in the U.S., Canada, and some other countries is located in the Education and Psychology Division on the second (main) floor.

COPYING

Copying machines are located on each floor. These machines are equipped with coin changers. It costs five cents per copy. It is also possible to have printed copies made of items on microfiche and microfilm. The cost for this is ten cents per exposure and it is done in Room 113.

CORPORATION REPORTS

A special collection of current corporation reports is located in the Social Sciences Division on the third floor.

EXCEPTIONAL STUDENTS

Two reading rooms (103 and 104) for the visually handicapped are available on the first floor. Requests for access and use of these rooms should be made in Room 102. Also in Room 102 are recordings of textbooks for use by students.

A television camera for enlarging print is available in the Reserve Reading Room on the second (main) floor.

Requests for recordings of textbooks and other special services should be made in the Education and Psychology Division on the second (main) floor.

GOVERNMENT DOCUMENTS

The Government Documents Collection is located on the third floor and contains the vast majority of the U.S. government publications in the Library. Included in this collection are books, pamphlets, periodicals, and other types of publications which are issued by U.S. government agencies. Access to the collection is provided primarily by various printed catalogs and indexes which are located outside the Government Documents Office, Room 309.

INSTRUCTIONAL MATERIALS CENTER (IMC)

The IMC, Room 217B, is located in the Education and Psychology Division on the second (main) floor. Included in this collection are elementary and secondary textbooks, juvenile encyclopedias and dictionaries, posters, pictures, pamphlets, exhibits, educational games, courses of study, curriculum guides, and other materials of use to education students. Access to the collection is provided by special card catalogs located in the IMC.

LIBRARY ASSISTANCE CENTER (LAC)

The LAC is located in the lobby on the second (main) floor. The LAC provides general information, assistance in the use of the card catalog, quick reference help and guidance in the use of reference sources.

In addition to the LAC, each of the four subject divisions provides in-depth reference service and instruction in the use of the library's resources by subject specialists.

LISTENING ROOM

The Listening Room (102) provides individual and group retrieval of recorded information (video cassettes, audio recordings, phonodiscs, etc.). Also available are records for overnight checkout.

In Room 112 are facilities for previewing filmstrips and motion pictures by individuals and/or small groups. Many reference books, periodicals and catalogs of non-print materials are located on open shelves in this room.

LOST AND FOUND

A lost and found center is maintained at the Circulation Desk on the second (main) floor.

LOUNGES

There are five lounge areas for students in the library where chairs are more comfortable and smoking is permitted. One lounge area is located in the lobby on the second (main) floor and features a browsing collection of selected journals and newly acquired books. The other four student lounges are located in the four subject divisions.

MAP LIBRARY

The Map Library, Room 124P, located in the Science and Technology Division on the first floor, includes in its collection maps, charts, atlases, gazetteers, globes, and special reference tools. The Cartography Room, 124N, equipped with light tables and drafting tables is adjacent to the Map Library. This room also has some atlases and a Tourist and Road Map File.

MICROFORMS

Microforms and microform readers are located in special microfilm rooms in each of the Library's four subject divisions.

MONEYCHANGER

A changer for dollar bills and quarters is located close to the Circulation Desk on the second (main) floor.

NEWSPAPERS

Current newspapers and various papers on microfilm can be found in the Humanities Division on the third floor.

PAMPHLETS

Pamphlets on a variety of topics can be found in vertical files in all four subject divisions.

PUBLIC TELEPHONES

A free campus phone and public telephones are located on the first floor.

REPRODUCTIONS FILE

Reproductions of paintings and sculptures can be found in a special file in the Humanities Division on the third floor.

RESERVE MATERIALS

Library materials which instructors place "on reserve" can be found in the Reserve Reading Room next to the Circulation Desk on the second (main) floor. Loan periods for these materials vary from two hours to seven days. Fines for overdue Reserve materials are high. They are posted at the desk.

Audio and video tape recordings and phonodiscs are often placed on reserve upon faculty request. Reserve materials will be found in Room 102 (Listening Room).

SOUND ARCHIVES COLLECTION

Collections of early recordings from the wax cylinders of the 1890's to broadcast materials from the early 1950's to the present, as well as early sound reproduction equipment are available for research use in Room 105.

TELEPHONE DIRECTORIES

Telephone Directories from many cities in the U.S. and Canada can be found in the Reference Section on the third floor.

TYPING ROOM

Coin-operated typewriters and typewriter tables for use by those who bring their own typewriters are located in Room 124J in the Science and Technology Division on the first floor.

UNIVERSITY ARCHIVES

The University Archives, Room 302, contain publications and records dealing with the history and activities of Eastern Michigan University. Materials are available only during the hours posted on the office door and must be used in the Library. When the Archives are closed, requests for information may be left at the Social Sciences Reference Desk.

VENDING MACHINES

On the first floor there are vending machines for snacks, cigarettes, pencils, pens, and paper.

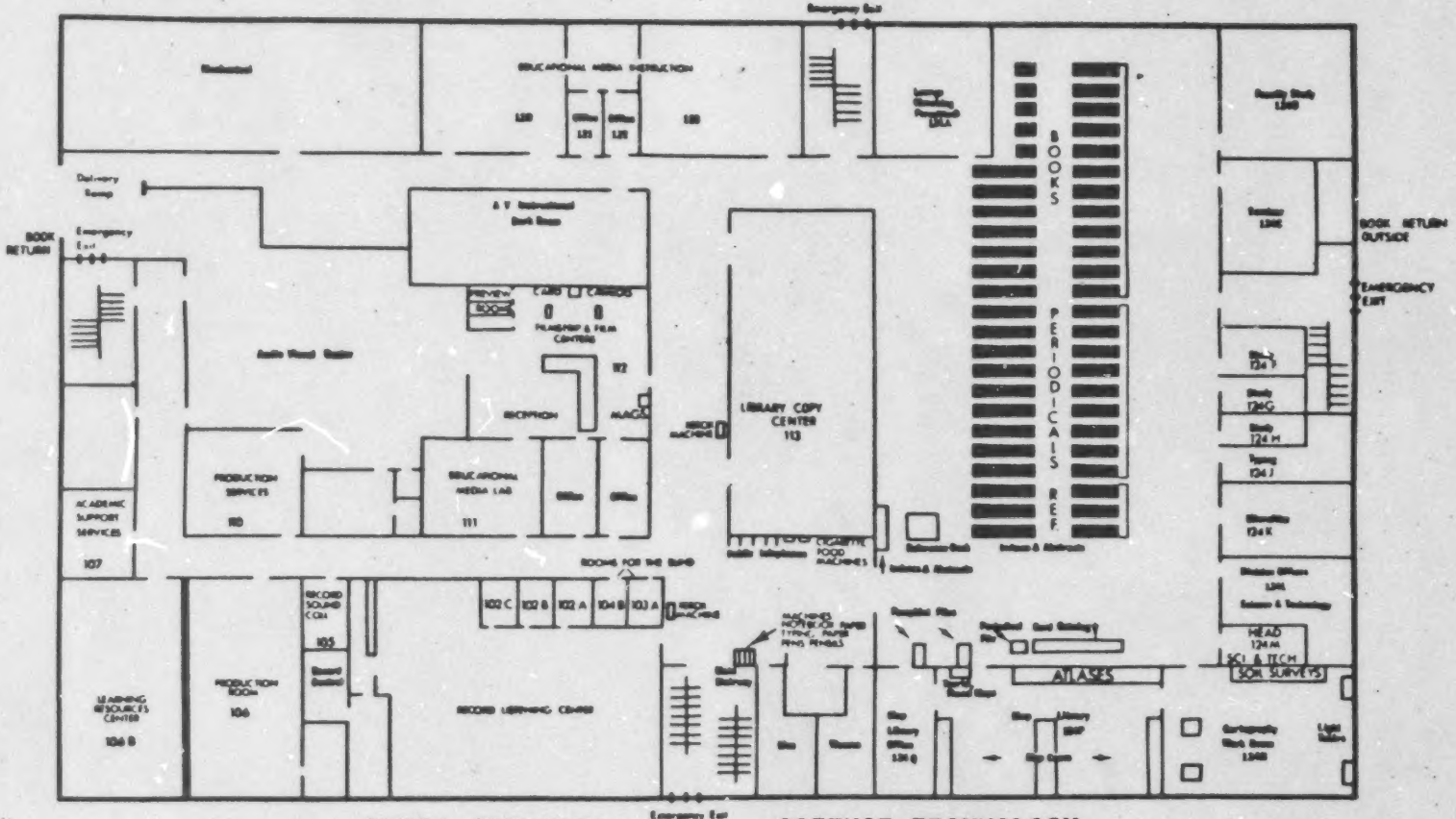
VOCATIONAL FILE

A vocational file containing information on various careers is located in the Social Sciences Division on the third floor.

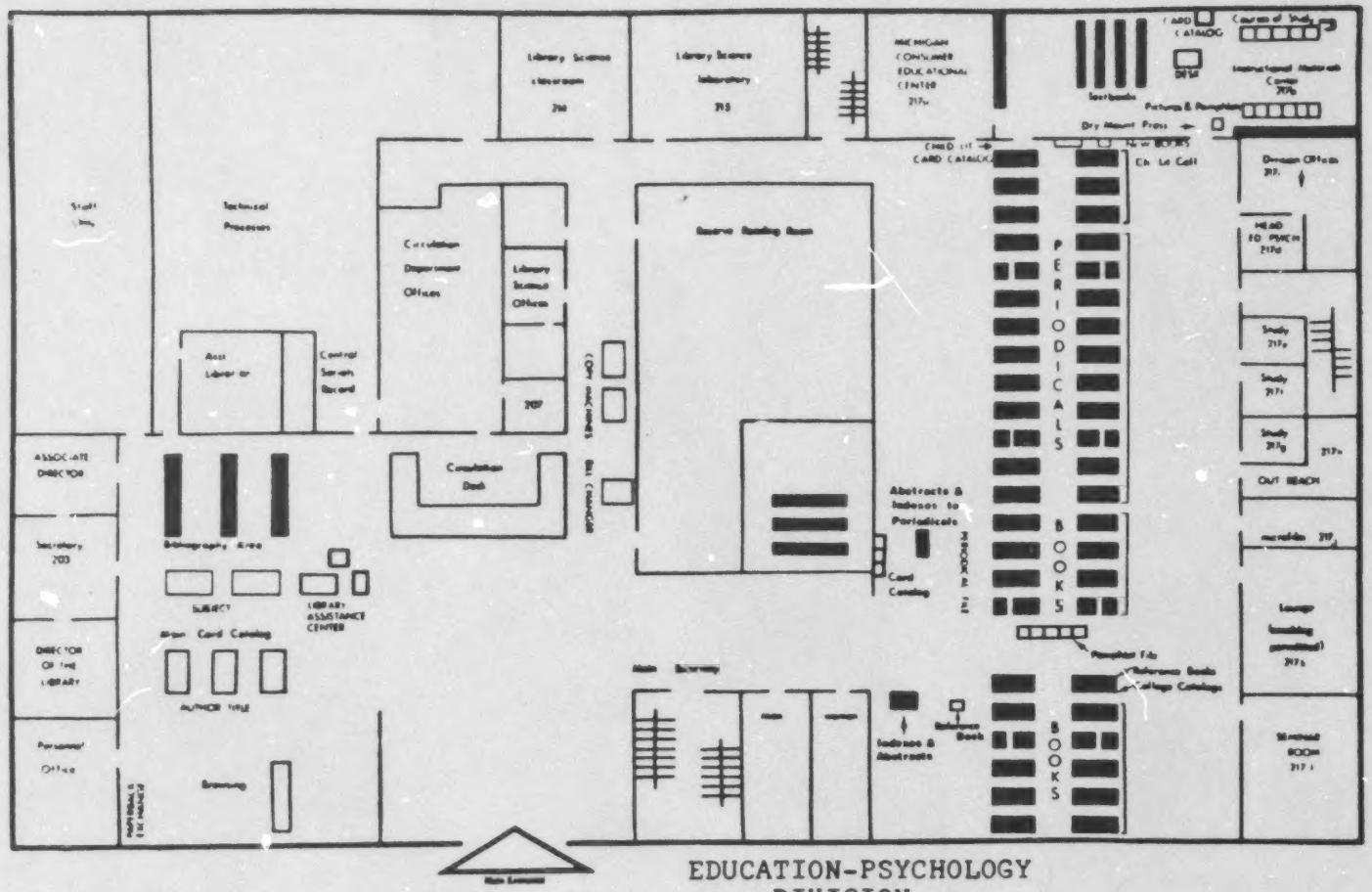
OTHER ITEMS OF INTEREST

The Learning Resources Center (LRC) which provides tutoring services is housed in Room 106B on the first floor (487-0318).

The Consumer Education Center is located in Room 217A on the second (main) Floor (487-2292).

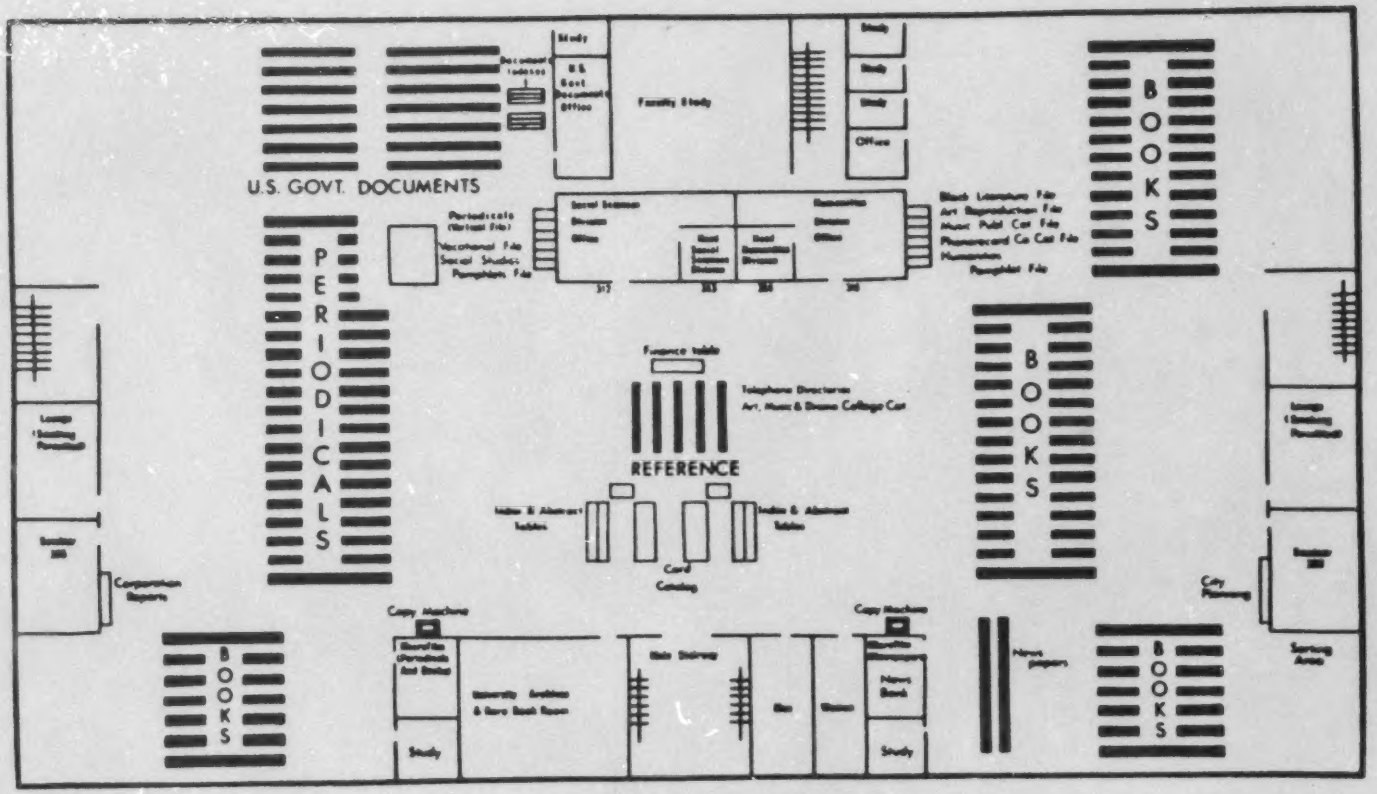


FIRST (BASEMENT) FLOOR



EDUCATION-PSYCHOLOGY
DIVISION

SECOND (MAIN) FLOOR



SOCIAL SCIENCES---HUMANITIES
DIVISION

THIRD FLOOR

Center of Educational Resources

Eastern Michigan University

II The Card Catalog, Or

How To Locate Books And Audio Visual Materials

A card catalog is the key to a library's collection. It enables the library user to determine exactly which materials are in the collection and it directs him or her to that section of the library in which the materials are located. The Eastern Michigan University Center of Educational Resources has the following types of catalog:

1. The Main Card Catalog which is located in the lobby area on the second (main) floor.
2. The Media Services Card Catalog, located adjacent to the Main Card Catalog, with a duplicate catalog located in Media Services.
3. The Divisional Card Catalogs:
   a. The Science and Technology Division Catalog, located in that division on the first floor.
   b. The Education and Psychology Division Catalog, located in that division on the second (main) floor.
   c. The combined Social Sciences Division and Humanities Division Catalog, located on the third floor.
4. The Central Serials Record (CSR), located in the Acquisitions and Serials Department just inside the door at the left of the Circulation Desk on the second (main) floor.
5. The Shelf List, located in the Catalog Department inside the door at the left of the Circulation Desk.
6. The EMU Library In-Process File, a computer printout located in the Main Card Catalog area.

THE MAIN CARD CATALOG (CONSISTING OF AUTHOR-TITLE & SUBJECT CATALOGS)

The Main Card Catalog is the primary index to the Center's book and microform collection. It contains cards for most of the materials found in the four divisions listed above. However, it does not contain cards for such unclassified materials as pamphlets, standardized tests, most government documents, telephone books, corporation reports, individual poems, essays or plays, individual maps, and instructional materials (courses of study, elementary and secondary textbooks, and other teaching aids). These items are listed in other special catalogs. In addition, periodicals are listed only by title and it is necessary to check the List of Journal Holdings (a computer printout kept in the Main Card Catalog area) for detailed periodical holdings and locations.

The Main Card Catalog is more complete than the Divisional Catalogs because they contain cards only for those books found in that particular division. Therefore, the Main Card Catalog is the one to consult first to find:

1. if the Center has a particular book;
2. what books the Center has on a subject or by a particular author;
3. the call number which indicates
   a. where the book is located in the Center and
   b. where other books on the same subject are located; and
4. locations where additional copies may be found. This is indicated on a blue slash card immediately preceeding the author card.

The Main Card Catalog is divided into two separate sections: the Author-Title Catalog and the Subject Catalog.

AUTHOR-TITLE CATALOG

This catalog contains cards filed alphabetically for authors, co-authors, titles, and series.

Author or Main Entry Cards: Since the author or main entry card gives the most complete information about a book, try to find a book by the author if you know his or her name. An "author" may be a person, a corporation, an institution, an organization, a government agency, or even a title. For example:

Austin, Arthur Cecil	(person)
General Motors	(corporation)
New York, Museum of Modern Art	(institution)
Society for Experimental Biology	(organization)
Readers' Guide to Periodical Literature	(title used as "author")
U.S. Office of Education	(government agency)

To see what an author or main entry card looks like, please turn to page 7.

Title Cards: Most books have title cards. On the title card, the title is repeated above the author's name. However, title cards are usually omitted for titles that are not very distinctive, such as Proceedings, Reports, Works, or titles beginning with phrases such as History of..., or Principles of.... To see what a title card looks like, please turn to page 7.

SUBJECT CATALOG

This catalog contains cards arranged alphabetically by subject. The subject headings are printed on the card in red or in black capital letters above the author's name. To see what a subject card looks like, please turn to page 7. Librarians choose a single word or phrase for a given subject and then use it consistently with any necessary cross references ("see" or "see also" cards) from other possible wordings to the chosen one. Examples of some of the different forms of subject headings are:

General subject headings (used to describe the entire field)	CHILDREN EDUCATION
Sub-divided headings (used to describe a special phase of the subject)	CHILDREN-CARE AND HYGIENE EDUCATION-U.S.
Inverted headings	CHILDREN, BLIND EDUCATION, ELEMENTARY

A phrase as a heading (used for subjects difficult to describe in one word)	CHILDREN AS STUDENTS EDUCATION OF WOMEN
A personal name as a heading (used for books of biography or criticism)	FREUD, SIGMUND, 1856-1937

If you are uncertain as to what subject heading may be used in the Subject Catalog, consult Subject Headings Used in the Library of Congress, a volume kept near the catalog. (A copy of this volume is also kept near each of the Divisional Catalogs.) This listing provides subject headings and ample cross references.

Cross Reference Cards ("see" and "see also" cards):
"See" cards lead from a subject heading that is not used to one that is:

Cell physiology	THIS HEADING IS NOT USED
see	
Cells	THIS HEADING IS USED

"See also" references give related headings under which additional information may be found. They are filed after the group of cards on that specific subject:

Cells	THIS HEADING IS USED
see also	
Chromatophores Embryology	THESE HEADINGS ARE ALSO USED

THE MEDIA SERVICES CARD CATALOG

The Media Services Catalog actually consists of two separate catalogs. The Phonodisc and Tape Catalog is divided into an author-title section and a subject section, as is the Main Card Catalog. In the Motion Picture and Filmstrip Catalog, however, the title and subject cards are filed in one alphabetical sequence.

THE DIVISIONAL CARD CATALOGS

Each of the three Divisional Card Catalogs (that is, the Science and Technology Division Catalog, the Education and Psychology Division Catalog, and the combined Social Sciences Division and Humanities Division Catalog) contain cards only for those books and microforms located in that particular division. In each catalog the author, title, and subject cards are filed in one alphabetical sequence.

The Divisional Card Catalogs are used primarily for double checking a call number or bibliographic information for a book you already know is in a particular division. These catalogs are not the appropriate places for beginning a search for books on a subject or by an author.

THE CENTRAL SERIALS RECORD (CSR)

The CSR is divided into three parts and is the catalog that records the Center's holdings and locations of:

1. the current issues of periodicals received;
2. the volumes of serials and bound periodicals; and
3. the authors and titles in series

All serial cards are filed in alphabetical order by title or main entry. Series cards are filed in alphabetical order by the series name. On week days, 8 a.m. to 5 p.m., the CSR staff is available for assistance. On weekends and evenings, the Librarian at the Library Assistance Center will provide the necessary help.

THE SHELF LIST

The Shelf List is a classed card catalog which is arranged in call number order, thus providing access to the Center's collection by general subject. It is also the only catalog which gives the number of copies of a title and the volumes of a title in the collection.

THE IN-PROCESS FILE

The In-Process File, which is actually a computer printout, lists alphabetically by title:

1. books and audio visual materials that have been ordered but have not yet arrived;
2. books and audio visual materials that have recently arrived but have not yet been cataloged

In order to use the In-Process File you must know the title. If you know only the author, do not know the exact title, or need help in interpreting the information in the printout, ask the Librarian at the Library Assistance Center for help.

HOW TO LOCATE A BOOK IN SIX EASY STEPS

1. Look it up in the Main Card Catalog by author, title or subject.

2. Copy the call number and note special location symbols (if any). The call number, located in the upper left corner of the catalog card uniquely identifies each book. A special location symbol indicates that the book will not be found in the regular book stacks but somewhere else. For example, a REF above the call number means that the book will be in the Reference Collection of the Division in which that particular call number is located (see 3). Or, a MAP LIB. above a call number means that the book will be in the Map Library, a special collection in the Science and Technology Division.

3. Check a call number directory. The directories posted on the columns near the Main Card Catalog show which classification numbers are shelved in which division. See also page 6 for a call number directory.

4. Go to the appropriate Division.

5. Find the book on the shelf. Signs posted in each Division will direct you to that section of the book stacks where your book's call number is located. White guide cards on the end of each book stack range indicate the first and last items in the sequence shelved on that range. Look also for other directional signs which point out the locations of the Divisional Reference Collection and any other special collections. To check out materials, take them to the Circulation Desk on the second (main) floor.

6. If the book is not on the shelf, go to the Circulation Desk with the call number and ask if the book is charged out or on reserve in the Reserve Reading Room. If the book is charged out, you may have to ask to have the book reserved for you when it is returned, and you will be notified. If it is not charged out, Circulation will search for the book for you.

REMEMBER: IF YOU NEED ASSISTANCE, ASK A LIBRARIAN!

CALL NUMBER DIRECTORY

LC CLASSIFICATION

Class Symbol	Division	Floor
A	Soc Sci & Hum	(3rd)
B-BD	Soc Sci & Hum	(3rd)
BF	Ed & Psych	(2nd)
BH-BX	Soc Sci & Hum	(3rd)
C	Soc Sci & Hum	(3rd)
D	Soc Sci & Hum	(3rd)
E	Soc Sci & Hum	(3rd)
F	Soc Sci & Hum	(3rd)
G-GC	Sci & Tech	(1st)
GF-GV	Soc Sci & Hum	(3rd)
H	Soc Sci & Hum	(3rd)
J	Soc Sci & Hum	(3rd)
K	Soc Sci & Hum	(3rd)
L	Ed & Psych	(2nd)
M	Soc Sci & Hum	(3rd)
N	Soc Sci & Hum	(3rd)
P	Soc Sci & Hum	(3rd)
Q	Sci & Tech	(1st)
R	Sci & Tech	(1st)
S	Sci & Tech	(1st)
T	Sci & Tech	(1st)
U	Soc Sci & Hum	(3rd)
V	Soc Sci & Hum	(3rd)
Z4-661	Soc Sci & Hum	(3rd)
Z662-876	Ed & Psych	(2nd)
All other Z's	Catalog cards stamped for location	

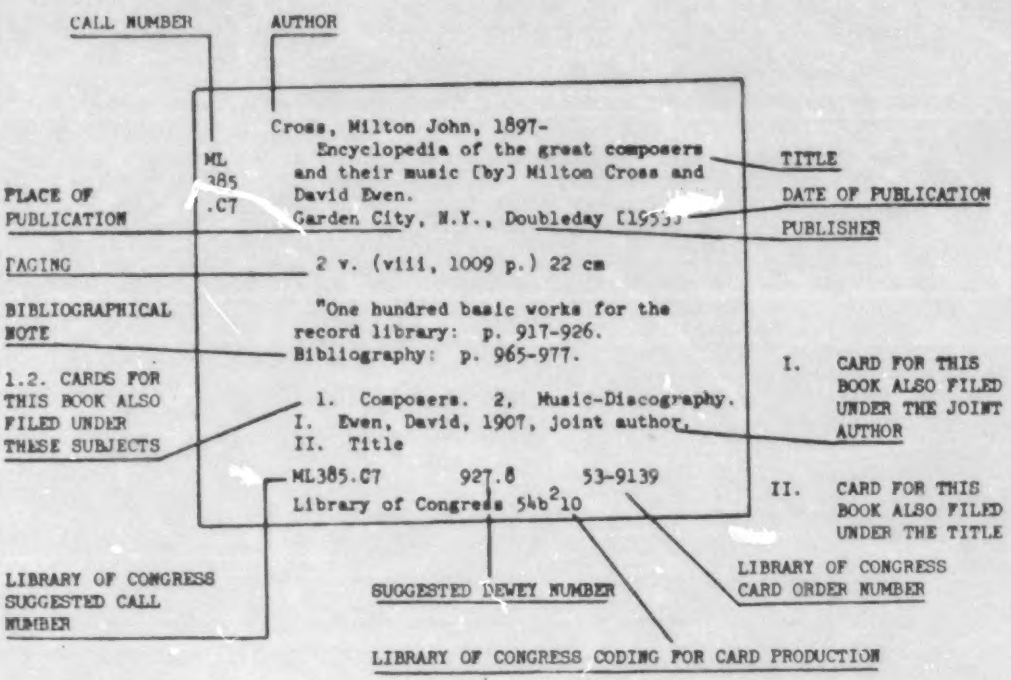
MEDIA SERVICES

AV	Media Center	(112)
FS	Media Center	(112)
M	Media Center	(112)
phonodisc	Listening Room	(102)
SM	Media Center	(112)
TR	Listening Room	(102)

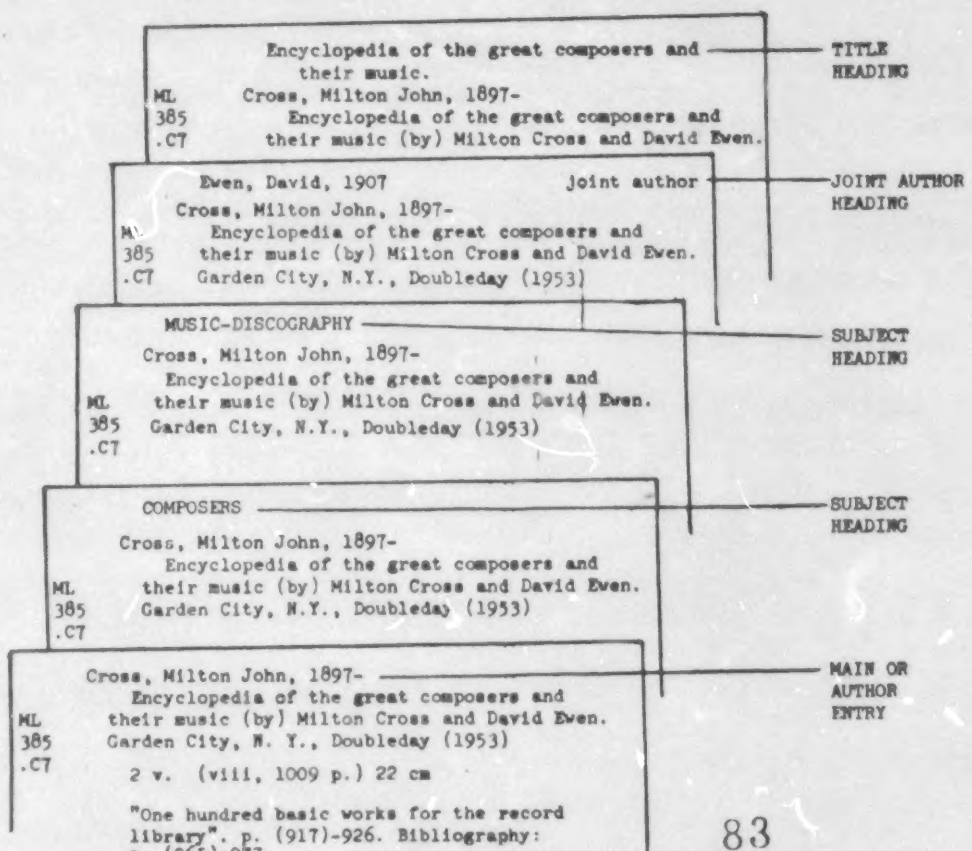
SPECIAL COLLECTIONS

Archives	(3rd)
Children's Literature	(2nd)
Documents Collection	(3rd)
Instructional Materials Center	(2nd)
Map Library	(1st)

SAMPLE CARD SHOWING PARTS


CALL NUMBER
AUTHOR
Cross, Milton John, 1897-
Encyclopedia of the great composers and their music [by] Milton Cross and David Ewen.
ML 385 .C7
TITLE
PLACE OF PUBLICATION
DATE OF PUBLICATION
PUBLISHER
Garden City, N.Y., Doubleday [1953]
PAGING
2 v. (viii, 1009 p.) 22 cm
BIBLIOGRAPHICAL NOTE
"One hundred basic works for the record library: p. 917-926.
Bibliography: p. 965-977.
1.2. CARDS FOR THIS BOOK ALSO FILED UNDER THESE SUBJECTS
1. Composers. 2. Music-Discography.
I. Ewen, David, 1907, joint author.
II. Title
I. CARD FOR THIS BOOK ALSO FILED UNDER THE JOINT AUTHOR
ML385.C7 927.8 53-9139
Library of Congress 54b[2]10
II. CARD FOR THIS BOOK ALSO FILED UNDER THE TITLE
LIBRARY OF CONGRESS SUGGESTED CALL NUMBER
SUGGESTED DEWEY NUMBER
LIBRARY OF CONGRESS CARD ORDER NUMBER
LIBRARY OF CONGRESS CODING FOR CARD PRODUCTION

KINDS OF CATALOG CARDS


Encyclopedia of the great composers and their music.
ML 385 .C7
Cross, Milton John, 1897-
Encyclopedia of the great composers and their music (by) Milton Cross and David Ewen.
TITLE HEADING
Ewen, David, 1907
Joint author
Cross, Milton John, 1897-
Encyclopedia of the great composers and their music (by) Milton Cross and David Ewen.
Garden City, N.Y., Doubleday (1953)
JOINT AUTHOR HEADING
MUSIC-DISCOGRAPHY
Cross, Milton John, 1897-
Encyclopedia of the great composers and their music (by) Milton Cross and David Ewen.
Garden City, N.Y., Doubleday (1953)
SUBJECT HEADING
COMPOSERS
Cross, Milton John, 1897-
Encyclopedia of the great composers and their music (by) Milton Cross and David Ewen.
Garden City, N.Y., Doubleday (1953)
SUBJECT HEADING
Cross, Milton John, 1897-
Encyclopedia of the great composers and their music (by) Milton Cross and David Ewen.
Garden City, N. Y., Doubleday (1953)
2 v. (viii, 1009 p.) 22 cm
"One hundred basic works for the record library". p. (917)-926. Bibliography: p. (965)-977
MAIN OR AUTHOR ENTRY

APPENDIX

GENERAL FILING ORDER FOR THE MAIN, MEDIA SERVICES AND DIVISIONAL CARD CATALOGS

1. Cards are arranged alphabetically WORD BY WORD, and within each word letter by letter. This means that "Camp counseling" comes before "Campbell"; "Social psychology" precedes "Socialism"; and "New York" files between "New Orleans" and "Newark".

2. NAMES beginning with M' or Mc are filed as if spelled Mac:

   McCabe, Joseph
   McCracken, John Henry
   Machiavelli, Niccolo
   M'Mahon, Thomas

3. INITIAL ARTICLES (a, an, and the, at the beginning of a title) and their foreign equivalents are disregarded in filing. They are not disregarded elsewhere in the title.

4. ABBREVIATIONS AND NUMERALS are filed as if spelled out completely:

   XIX is filed as nineteen (or its foreign language equivalent)
   10 is filed as ten (or its foreign language equivalent)
   U. S. is filed as United States
   1984 is filed as nineteen hundred eighty-four

5. SINGLE LETTERS OR INITIALS are generally filed before a word beginning with the same letter:

   A.A.R., the story behind the symbol
   ABC of art
   A.L.A. glossary of library terms
   A.W. Mellon lectures in the fine arts
   Aarberg, Jens Christian

6. In the Media Services and Divisional Catalogs, one major exception to a straight alphabetical order occurs when a person's name is the same as a place or the first word in a title or subject heading. The personal names are filed first:

   London, Jack 1897-1916
   LONDON
   London lyrics (title)

7. In the Media Services and Divisional Catalogs, whenever a subject heading is the same as a personal or corporate name, the subject entry is filed after the author entry. This is also true in the case of a work and a criticism of a work:

   James, Henry
   Portrait of a lady

   JAMES, HENRY
   PORTRAIT OF A LADY — Criticism of a specific work

   James, Henry
   Transatlantic sketches

   JAMES, HENRY
   Books about the author and his work in general are filed after works by him.

Center of Educational Resources

Eastern Michigan University

III Interlibrary Loan

The Interlibrary Loan Service

Interlibrary Loan is a cooperative effort among many libraries to facilitate dissemination of information. The Eastern Michigan University Center of Educational Resources subscribes to the 1968 National Interlibrary Loan Code which states: "The purpose of Interlibrary Loan is to make available for research materials not owned by a given library...requests for materials from another library will be limited to unusual items which the borrowing library does not own and cannot readily obtain at moderate cost. If an individual needs to use a large number of items located in another library, he should make arrangements to use them at that library.

Borrowers

Any Faculty member or student may make a request from our Office (located in the Humanities Division, third floor, room 315) for a book or periodical notowned by the Center. In general, libraries will charge for photocopies or microfilm of non-circulating materials. Since our office has no budget, the patron is responsible for any charges incurrred in the transaction, except for postage. (See also Special Services below.)

The Request

To make a request, fill out an Interlibrary Loan form, available at any reference desk, and give as much information as possible in order to expedite the loan.

Arrival of Loans

Requests usually require from two to six weeks for processing. You will be notified by phone or mail when your material arrives. Borrowing time (set by the lending library) is usually two to four weeks. Loans, except for photocopies, are sent to the Reserve Reading Room on the second floor. Students are required to use materials in this room only. Faculty may charge out loans (when permitted by the lending library), but must return them by the date on the blue circulation card. Photocopies are distributed from the Loan Office.

Special Services

The State Access Office will provide through Eastern Michigan University's Interlibrary Loan Office, xerox copies of periodical articles upon request. This service is limited to periodicals not in our collection. Since this service is funded on an annual basis, there is no assurance that it will continue. Processing time is approximately ten days.

Michigan Newspapers On Microfilm Project

Another rich source of research material is the Michigan Newspapers on Microfilm Project at the Michigan State Library in Lansing. In addition to the newspapers from every geographical area of Michigan, the collection includes many black, ethnic and labor newspapers published in the state. Cards for titles in the Project are in the main card catalog and the Humanities/Social Sciences catalog. Requests for borrowing materials are serviced by the Interlibrary Loan Office.

The Kentucky-Ohio-Michigan Regional Medical Library, supported by the National Library of Medicine, has alloted us a certain number of free interlibrary loan transactions for biomedical materials. If the ten member libraries in this network cannot supply the desired item, the request is referred to the National Library of Medicine in Washington.

The Center of Educational Resources is an Associate Member of the Center for Research Libraries in Chicago. From this Center we can borrow such materials as: Foreign newspapers, foreign and U.S. documents, foreign doctoral dissertations, war crime trials, children's books, old comics, foreign radio broadcasts, current and retrospective scientific journals and many other materials not available elsewhere.

Indexes for most of the holdings in the Center for Research Libraries are available in the Bibliography Section of the Center of Educational Resources. These indexes include a five-volume monograph catalog (Bibl. Z881 .C512), a two-volume serial listing (Bibl. Z6945 .C5335), and a one-volume newspaper listing (Bibl. Z6945.C4x).

We urge both students and faculty to take advantage of our membership in this facility.

IF YOU HAVE ANY QUESTIONS ABOUT INTERLIBRARY LOAN, PLEASE CALL US---487-1016

Center of Educational Resources

Eastern Michigan University

IV. Periodicals & Newspapers

Periodicals is the term libraries use for magazines and journals.

In order to find out if the Center of Educational Resources (CER) receives a certain periodical, consult the List of Journal Holdings - E.M.U. Library, a copy of which is available in the reference area of each Division and at the Main Card Catalog. The titles of periodicals received by the Center of Educational Resources are also included in the Main Card Catalog.

The Journal Holdings is a computer print-out of the periodicals in the Center of Educational Resources. It gives the location of each periodical and indicates which volumes this library has.

The Journal Holdings is divided into four sections as follows:

1. **An alphabetical listing of journals.**
2. **An alphabetical listing of indexes and abstracts.**
3. **An alphabetical listing of newspapers.**
4. **A subject index to journals. There is only one subject listing for each of the journals in Part 1.**

In each Division, both the older bound volumes of periodicals and the current unbound issues are kept together on the open shelves and arranged alphabetically by title. The Division's Periodical File notes any issues sent to the bindery, missing bound volumes, and those volumes on microform. If you are unable to locate a current issue, you can determine whether the CER received it by consulting the Central Serials Record (Room 205).

Periodicals must be used within the Center of Educational Resources. The coin-operated photoduplicating machines on each floor are a convenient way of reproducing articles which are needed. A coin-operated reader-printer for making paper copies from microfiche is available in the Education and Psychology Division microform room. Paper copies of microfilm and microfiche may be made in Room 113.

PERIODICAL INDEXES AND ABSTRACTS

Periodical indexes and abstracts are the keys to the Center of Educational Resources periodical collection. They can be used to locate articles by author, title, or subject.

There is a difference between an index and an abstract. An index simply identifies an article, while an abstract gives a brief summary of its contents as well. In most indexes and abstracts, instructions on use and keys to abbreviations are given.

Periodical indexes and abstracts fall into two main categories: general, which cover popular periodicals of broad subject interest (e.g. Readers' Guide to Periodical Literature); and, special, which cover periodicals of specific subject interest (e.g. Engineering Index).

On the following page are two examples of excerpts from Readers' Guide to Periodical Literature and Biological Abstracts, showing typical formats for these types of services.

NEWSPAPERS AND NEWSPAPER INDEXES

Consult the Main Card Catalog or Journal Holdings for a complete list of newspapers received at the CER. The most recent copies are kept on racks on the third floor and older copies are stored on adjacent shelves for a period of three months. Any newspapers kept for longer than three months are maintained on microfilm in the Humanities microform room.

Additional Michigan newspapers on microfilm are available through Interlibrary Loan from the State Library.

The CER has several newspaper indexes: The New York Times Index (1863 to date), the Christian Science Monitor Index (1960 to date), the Wall Street Journal Index (1958 to date), and Newsbank (1973 to date).

The New York Times Index serves not only as a subject index to the New York Times newspaper, magazine, and book review section but also provides brief summary statements of the indexed information.

The Newsbank is a subject index to approximately 170 urban U.S. newspapers and concentrates on contemporary urban problems. The indexed data is available on microfiche in the Humanities microform room.

IF YOU HAVE ANY PROBLEMS, PLEASE ASK

FOR ASSISTANCE AT THE REFERENCE DESKS !

Sample Entry

READERS' GUIDE TO PERIODICAL LITERATURE

BUSINESS

Information Services

Data base publishers vying for key roles as rapid growth looms in business uses. P. Doebler. Publ W 206:38-40 S16 '74

Explanation of Entry

subject heading — BUSINESS

sub-heading — Information Services

article title — Data base publishers vying for key roles as rapid growth looms in business uses.

author — P. Doebler.

Publ W — periodical

206 — volume

38-40 — pages

date — S 16 '74

Sample Entry

BIOLOGICAL ABSTRACTS

37118. AUDHYA, T. K. and D. W. RUSSELL. (Dep. Biochem., Dalhousie Univ., Halifax, N. S., Can.) Production of enniation A. CAN J MICROBIOL 19(8): 1051-1054. 1973. [In Engl. with Engl. and Fr. summ.] -- Growth of a strain of Fusarium sambucinum in surface culture on a specially developed medium gave high yields of enniatins, from which enniatin A, free from the B and C homologues, could be obtained by column chromatography in yields of 1 g or more liter of culture.

Explanation of Entry

abstract number — 37118.

authors — AUDHYA, T. K. and D. W. RUSSELL.

author's address — (Dep. Biochem., Dalhousie Univ., Halifax, N.S., Can.)

article title — Production of enniation A.

periodical — CAN J MICROBIOL 19(8): 1051-1054. 1973.

19(8) — volume

1051-1054 — pages

1973 — date

language — [In Engl. with Engl. and Fr. summ.]

summary — Growth of a strain of Fusarium sambucinum in surface culture on a specially developed medium gave high yields of enniatins, from which enniatin A, free from the B and C homologues, could be obtained by column chromatography in yields of 1 g or more/liter of culture.

SOURCES IN RECENT GERMAN HISTORY

General Reference Works - Third Floor

Current World Leaders	
International Who's Who	Ref CT 120
Who's Who in the World	Ref CT 120
Portraits	Ref DD 259
Europa Yearbook	JN 1 .E85
Annual Register of World Events	D2 .A7
Demographic Yearbook	Ref. HA.17 .P45
1969 World Trade Annual	HF 53 .W61
Jane's Major Companies of Europe 1971	Ref HG 5421.J352
International Political Science Abstracts (1952 on)	Ref. JA 36.15
Facts on File	
New York Times Index	

Works on Germany - Third Floor

Handbook of Statistics 1970. Federal Republic of Germany	HA 1232
Der Grosse Brockhaus	Ref. AE 27.892
Germany Constitution	342.43 G373b
Germany 1947-49: The story in documents	S1.74:9 (Documents Collecti
Documents on Germany 1944-61	Y4.F76/2: G31/9/944-61 (Documents Collection)
American Historical Association. Guides to German Records microfilme at Alexandria, Virginia. 1958	q A943.086 A 512

MGN:bw
9/27/71

HOW TO USE THE FOLLOWING INDEXES:

Applied Science & Technology Index - 1st floor	Business Periodicals Index - 3rd floor
Biological & Agricultural Index - 1st floor	Index to Legal Periodicals - 3rd floor
Education Index - 2nd floor	Readers' Guide to Periodical Literature - 3rd floor
Art Index - 3rd floor	Social Sciences & Humanities Index - 3rd floor
Biography Index - 3rd floor	

These are subject indexes to magazine articles. To locate an article, look under the word or phrase which most concisely describes the topic you have in mind. Articles and stories are listed under author as well as subject.

SAMPLE ENTRY

COLLECTIVE settlements
Communes: The alternative life-style. H. A. Otto. Sat R 54:16-21 Ap 24'71

EXPLANATION

COLLECTIVE settlements
subject heading — Communes: The alternative life-style. — article title
H. A. Otto. — author
Sat R — abbreviated magazine title*
54:16-21 Ap 24'71 — volume, pages, date

*For the full magazine title see the list of abbreviations at the front of the index.

After locating the article in the index: Check the JOURNAL HOLDINGS, EMU LIBRARY to determine whether we have the magazine and in which division it is located. Copies of the JOURNAL HOLDINGS are located near the Reference Desk in each division.

FOR FURTHER ASSISTANCE, CONSULT THE REFERENCE LIBRARIAN.

10/72

EASTERN MICHIGAN UNIVERSITY LIBRARY

FINDING INFORMATION ABOUT PEOPLE IN HISTORY

To find ideas about whom to choose:
Look in card catalog under: Biography
This will lead you to collected biographies, and you may find a chapter about a person who would interest you. This could be a beginning. Not all biographies are listed there, however; only biographies of several people collected in one volume.

To find information about a specific person:

1. Look in the subject section of the main card catalog under the person's name to find books about the person.

2. Use Biography Index to find articles about the person in magazines and books. (Z 5301 .B5 on Third Floor, Index Tables)

3. There are some collected biographies of people in certain subject fields or other categories such as:
   Profiles of Negro Womanhood (Ref. E 185.96 .D25 1964a vol. 1&2)
   Great Negroes Past and Present (Ref. E 185.96 .A4 1963)

4. For twentieth century people, use Current Biography (Ref. CT 100 .C8)
   There is one volume for each year containing articles about selected individuals.

5. People in Books (Soc. Sci. Ref. Z 5301 .N53)
   This book lists people according to subjects, and refers you to books about them. It also includes a list by country and century. Under United States--20th century, for example, is a long list of famous people alphabetically, and books about them. You may find ideas here. Another section of this book lists autobiographies, personal accounts, and letters which may be helpful.

6. A History and Criticism of American Public Address by Speech Association of America (PN 4080 .S65 vol. I-3. One copy is in Reserve Room, second semester, 1971.)
   This book describes famous historical figures, their place in history, and describes them as orators.

AA:vm
2-71

EASTERN MICHIGAN UNIVERSITY LIBRARY

HOURS

MONDAY - THURSDAY	7:45 a.m. - 12 midnight
FRIDAY	7:45 a.m. - 11 p.m.
SATURDAY	9:00 a.m. - 11 p.m.
SUNDAY	1:00 p.m. - 12 midnight

ARCHIVES

MONDAY - FRIDAY	8:00 a.m. - 12 noon 1:00 p.m. - 4:30 p.m.

MEDIA SERVICES CENTER

Film Center - Room 112

MONDAY - THURSDAY	7:45 a.m. - 9:30 p.m.
FRIDAY	7:45 a.m. - 5 p.m.
SATURDAY	CLOSED
SUNDAY	5:00 p.m. - 9 p.m.

Record Listening Center - Room 102

MONDAY - THURSDAY	8:30 a.m. - 5 p.m. 6:00 p.m. - 9:30 p.m.
FRIDAY	8:30 a/m. - 5 p.m.
SATURDAY	CLOSED
SUNDAY	5:00 p.m. - 9 p.m.

COPYING SERVICE - Room 113

MONDAY - THURSDAY	8:00 a.m. - 5 p.m.
FRIDAY	8:00 a.m. - 4:30 p.m.

MICHIGAN CONSUMER EDUCATION SERVICES CENTER - Room 217L

MONDAY - FRIDAY	8:00 a.m. - 5 p.m.

LEARNING RESOURCE CENTER - Room 217 L

MONDAY - THURSDAY	10:00 a.m. - 10:00 p.m.
FRIDAY	10:00 a.m. - 6:00 p.m.

I M C

MONDAY - FRIDAY	7:45 a.m. - 10:00 p.m.
SATURDAY	9:00 a.m. - 5 p.m.
SUNDAY	1:00 p.m. - 10:00 p.m.

Outreach
HBR/lk
10/73

Appendix VIII , continued:
Aies

EASTERN MICHIGAN UNIVERSITY

Center of Educational Resources

SAMPLE NOTATION FROM INDEXES

PERIODICAL INDEX

READERS' GUIDE TO PERIODICAL LITERATURE

Subject ← PRIVACY, Right of

Title of article ← Giving the computer a conscience: FBI'S National crime information center. J.T.

Author of article ← DeWeese. il Harper 247 : 14 + N' 73

- il: illustrations are included
- Harper: title of magazine
- 247: volume #
- 14 +: page #
- N' 73: Date of magazine issue e.g. November, 1973

NEWSPAPER INDEX

NEW YORK TIMES INDEX 1972

Subject ← PRIVACY, Invasion of

Summary of article in N.Y. Times ← Brit. Govt. com. proposes series of measures on July 12 in GB's first comprehensive effort to deal with issue of individual privacy: urges.... Jl. 13 4 · 5

- Jl.: month e.g. July
- 13: day
- 4: page
- 5: column

DOCUMENTS INDEX

MONTHLY CATALOG, 1972

Subject ← PRIVACY

Title of document ← Army surveillance of civilians, documentary analysis, 13643

number under which document can be found in number index

Index # ← 13643 army surveillance of civilians, documentary analysis by staff of Subcommittee on Constitutional Rights. 1972. vii + 97 p. Paper, 45c

- 1972: publication date
- vii: preliminary pages
- 97 p.: # of pages in document
- 45c: price

Y4.J89/2:Ar5/3
number of document by which it is shelved in the library

[illegible]: [illegible] Education — Reference Shelves, 2nd floor
([illegible] ed. 1978)

An up-to-date guide to higher education in the U.S. listing institutions by location, giving enrollment [illegible] ex. administrative personnel, student body, calendar system, degrees conferred. Also includes [illegible] fees, faculty and future plans, and research information in higher education. Separate indexes for each part are useful.

Congressional Directory — Reference Shelves, 3rd floor
([illegible] ed. 1977)

This is the official directory of the U.S. Congress. It is published each year. Lists [illegible] biographical information about members of Congress, committees and duties, the various governmental departments, press galleries, maps of Congressional districts, etc. A name index is included.

IV [illegible]

[illegible] Book of Quotations — Reference Shelves, 3rd floor
([illegible] ed. 1941 ...)

This is arranged alphabetically by subject, [illegible] subject alphabetically by author. Author [illegible] and topics are included.

[illegible]'s Complete Concordance of the Revised [illegible] Version Bible — Reference Shelves, 3rd floor
([illegible] ed. 19[illegible])

This is a reference to Bible passages by [illegible] word entries using the least common word.

Twentieth Century Authors — Reference Shelves, 3rd floor
([illegible] ed. 1955)

This is a biographical dictionary of 20th century American, [illegible] and foreign authors [illegible] are widely read by the English speaking [illegible]. A supplement to this work helps to bring it up-to-date.

GENERAL OUTLINE OF

THE LIBRARY OF CONGRESS CLASSIFICATION

SYSTEM

SYMBOL	SUBJECT	EMU LIBRARY LOCATION
A	General Works, General Encyclopedias, indexes, yearbooks	Soc Sci & Hum 3rd floor
B-Bd	Philosophy-Religion, Philosophy, Collections History, Systems	Soc Sci & Hum 3rd floor
BF	Psychology	Ed & Psych 2nd floor
BH-BX	Religion	Soc Sci & Hum 3rd floor
C	History - general: history of civilization antiquities, archaeology heraldry, biography	Soc Sci & Hum 3rd floor
D	History - except American	Soc Sci & Hum 3rd floor
E	History - American	Soc Sci & Hum 3rd floor
F	History - United States (local) & America (except U.S.)	Soc Sci & Hum 3rd floor
G-GC	Geography	Sci & Tech 1st floor
GF-GV	Anthropology, General Manners and Customs, Sports & Amusements, Games	Soc Sci & Hum 3rd floor
H	Social Sciences - general	Soc Sci & Hum 3rd floor
J	Political Science	Soc Sci & Hum 3rd floor
K	Law	Soc Sci & Hum 3rd floor
L	Education	Ed & Psych 2nd floor
M	Music	Soc Sci & Hum 3rd floor

SYMBOL	SUBJECT	EMU LIBRARY LOCATION
N	Fine Arts	Soc Sci & Hum 3rd floor
P	Language & Literature	Soc Sci & Hum 3rd floor
Q	Science - general	Sci & Tech 1st floor
R	Medicine - general	Sci & Tech 1st floor
S	Agriculture	Sci & Tech 1st floor
T	Technology - general	Sci & Tech 1st floor
U	Military Science	Soc Sci & Hum 3rd floor
V	Naval Sciences	Soc Sci & Hum 3rd floor
Z 4-661	History of books & bookmaking, writing, Boob industries & trade copyright, intellectual property	Soc Sci & Hum 3rd floor
Z 665-876	Libraries & Library Science	Ed & Psych 2nd floor
Z (all others)	Libraries, Library Science Bibliography	Catalog Cards are stamped for location

Eastern Michigan University Library

LOCATION OF BOOKS AND PERIODICALS BY DIVISION

Agriculture	Science & Technology
Almanacs	All Divisions
Anthropology	Social Sciences
Architecture	Humanities
Archaeology	Social Sciences
Art	Humanities
Astrology	Education & Psychology
Astronomy	Science & Technology
Atlases	Map Room
Automation	Soc.Sci.,Sci. & Tech., Ed. & Psych.
Bibliography, General	Main Floor Lobby
Bibliography, Subject	All Divisions
Biography	All Divisions
Biology	Science & Technology
Book Review Indexes	Humanities, Education & Psych.(Mental Health)
Botany	Science & Technology
Broadcasting	Science & Tech. (additional material in other divisions)
Business	Social Sciences
Chemistry	Science & Technology
Commerce	Social Sciences
Communication	Soc.Sci. (additional material in other divisions)
Computers	Sci. & Tech. (additional material in other divisions)
Conservation	Soc. Sci. (additional material in other divisions)
Dance	Social Sciences
Dictionaries	All Divisions
Drama	Humanities
Economics	Social Sciences
Education	Education & Psychology
Encyclopedias	All Divisions - Juvenile Encyclopedias in IMC

Engineering	Science & Technology
Finance	Social Sciences
Folklore, Manners & Customs	Social Sciences
Geography	Social Science, Science & Technology
Geology	Science & Technology
Graphic Arts	Humanities, Science & Technology
Health Education	Education & Psychology
History	Social Sciences
Home Economics	Science & Technology (additional material in other divisions)
Hygiene	Science & Technology
Industrial Arts	Science & Technology (additional material in other divisions)
Journalism	Humanities
Languages	Humanities
Law	Social Sciences
Library Science	Education & Psychology
Linguistics	Humanities
Literature	Humanities
Maps	Map Room
Mass media	Social Sciences, Humanities
Mathematics	Science & Technology
Medicine, Hygiene	Science & Technology
Military & Naval Science	Social Sciences
Moving Pictures	Humanities, Science & Technology
Music	Humanities
Natural Resources	Social Sci., Science & Tech.
Newspapers	Humanities
Painting	Humanities
Periodicals & Periodical Indexes	Consult Periodical Directory in Main Card Catalog Area
Philosophy	Humanities
Photography	Science & Technology
Physical Education	Education & Psychology(additional material in other divisions)

LOCATION OF BOOKS AND PERIODICALS BY DIVISION

	Science & Technology
	Social Science
Programmed Instruction	Education & Psychology
	Humanities, Science & Technology
Psychiatry	Science & Technology (additional material in other divisions
	Education & Psychology
Public Administration	Social Sciences
Public Health	Social Science, Science & Technology
	Social Sciences
	Humanities
	Science & Technology
Sculpture	Humanities
Social Welfare	Social Sciences
	Social Sciences
	Education (additional material in other divisions)
	Social Sciences
	All Divisions
	Science & Technology
Television	Humanities, Science & Technology
	Humanities
	Education & Psychology
Yearbooks (General)	All Divisions
	Science & Technology

Gale at Michigan University Library

FINDING POETRY FOR INTERPRETIVE READING

I. Poetry anthologies

Anthologies of poems are not all together in any one place, but are mingled with other books of literature and arranged by nationality of the authors. Therefore it is not possible to "browse through the poetry books." However, some general collections of poetry of all countries can be found in PN 6101 and PN 6110. To find other books containing poetry, look in the card catalog under: Poetry--Collections
or by nationality: English poetry (Collections)
American poetry (Collections)

II. Books about oral interpretation

Many of the books about interpretive reading contain selections of prose and poetry which are especially appropriate for reading aloud. To find these, browse in PN 4193 and thereabouts. Watch for bibliographies and lists of suggested readings at the ends of chapters.

If a browsing approach is not successful, look in the card catalog under: Oral interpretation
Oral reading

III. To find a specific poem

Look in the card catalog under the poet's name to find a collection of his poems. Also, try Granger's Index to Poetry (Ref. PN 1021 .G7) to find in which anthologies the poem can be located. Books are listed by author, title, or first line. There is also a subject list, if you need a poem about a certain topic.

EASTERN MICHIGAN UNIVERSITY LIBRARY

A GUIDE TO LIBRARY SOURCES IN POLITICAL SCIENCE

The following list of sources to find information in political science is highly selective. Numerous other sources are available in the University Library for your use and the reference librarians will give you necessary assistance if needed. Special emphasis has been placed on listing sources which include information about public administration.

BOOKS:

Main Card Catalog - Subject Catalog — Lobby, 2nd floor

Look under such headings as

- Civil Services - U.S.
- Mayors
- Public Administration
- U.S. Information Agency
- U.S. Peace Corps

The following INDEXES will help you find articles, reports, pamphlets or documents about the topic of your choice:

Business Periodicals Index — Index Tables, 3rd floor

More than 170 periodicals in the field of business are indexed within this index including the areas of public relation, communications and management. Looking under such headings as

- Administration - Public
- Mayors
- United States - Information Services

Michigan Magazine Index — Index Tables, 3rd floor

This is an index to more than 100 Michigan periodicals. It is very useful for topics concerned with politics in Michigan. Some sample subject entries are:

- Cities and Towns
- Michigan - Government
- Michigan - Legislation

Public Affairs Information Service (PAIS) — Index Tables, 3rd floor

This is perhaps the most useful index of articles dealing with aspects of political science. It is an index for parts of books, pamphlets, periodicals and government documents. The following list of headings used in this index may help in your information search:

- Administrative responsibility
- Decision - making
- Mayors
- Public Administration
- United States - Peace Corps

New York Times Index — Index Tables, 3rd floor

The University Library is fortunate in having this most complete index to newspaper articles and the complete run of the New York Times on microfilm. The index features a very detailed subject arrangement with many cross references. Some sample entries follow:

- Foreign Aid - U.S. - Peace Corps
- U.S. Civil Service Commission
- U.S. Foreign Service
- U.S. Information Agency

Social Sciences and Humanities Index — Index Tables, 3rd floor
This is an author and subject index to scholarly periodicals in the social sciences and humanities. It was called International Index to Periodicals before 1965.
United States - Constitution
United States - Foreign relations
United States - Politics and government

Monthly Catalog — Index Table, Document Section
An index and listing of United States government publications. This is the most complete subject index to the federal documents.

There are many reference sources for political science in the University Library. The following list is a sampling of books found in the Social Sciences reference section.

The American Political Dictionary (Ref. JK 9 .P55 1967a)
Gives definitions of terms, agencies, court cases and statutes relevant to a basic understanding of American government. Arranged by broad topics such as the United States Constitution, Civil Liberties, National Defence, etc. A good index is included.

Congressional Quarterly Almanac IRef. JK 1 .C66)
This is a yearly summary of events in Congress in outline form. Each volume includes an explanation on "how a bill becomes a law." A glossary of Congressional terms as well as a subject index are included.

Guide to Current American Government (Ref. JC 1 .C14)
A survey of current happenings in Washington politics which gives information about all parts of the government.

International Political Science Abstracts (Ref. JA 36 .I5)
This is cumulated yearly and includes a subject index. The abstracts are in English and French and are prepared by the International Political Science Association.

The Literature of Political Science (Soc. Sci. Ref. Z 7161 .B83)
A guide for students, librarians and teachers. Introduces the political science major to library materials and research methods in political science.

The New Language of Politics (Ref. JK 9 .S2)
An anecdotel dictionary of catchwords, slogans, and political usage. This is useful for identification of such terms as: Caucus, Carpetbagger, Egghead, Ombudsman, Whip, etc.

United States Government Organization Manual 1970-71 (Ref. JK 421 .A3 1970-71)
This is the official organization handbook of the Federal Government. It describes the branches and agencies of the government.

HR:bw 9/29/71
br/ 1/74

EMU Library

SHORES' CHECKPOINTS FOR THE
EVALUATION OF REFERENCE BOOKS

Orientation

I. Authority

1. Authorship. What are the qualifications in experience and education of the author, authors, contributors, and and editors by reputation and as revealed in previous works? To what extent are the authors responsible for the materials attributed to them?

2. Auspices. What is the reputation of the publisher or the sponsoring agency?

3. Genealogy. Is the work New? If it is based on a previous publication, what is the extent of the revision?

II. Scope

4. Purpose. To what extent is the statement of purpose in the preface fulfilled in the text?

5. Coverage. What is the range of subject matter and what are the limitations? How does this work relate to and compare with other works of similar scope?

6. Recency. How up to date is the material? Are all of the articles and bibliographies as recent as the last copyright date?

7. Bibliographies. To what extent do the bibliographies indicate scholarship and send the user on to additional information?

III. Treatment

8. Accuracy. How thorough, reliable and complete are the facts?

9. Objectivity. Is there any bias in controversial issues? How balanced is the space given one subject as compared with others of equal importance?

10. Style. Is the level of writing for layman or scholar, adult or child? How readable is the work?

IV. Arrangement

11. Sequence. Does the sequence of content follow classified, chronologic, geographic, tabular or alphabetic order? If alphabetic, are the topics large or small? How are they alphabeted?

12. Indexing. Is the main text arrangement adequately complemented by indexes and cross references?

V. Format

13. Physical make-up. Do binding, paper, type and layout meet minimum specifications?

14. Illustrations. Are the illustrations of good quality, are they of real significance, and are they directly related to the text?

VI. Special Features

15. Distinction. What features distinguish this reference book from all others?

Appendix VIII, continued:

Aids

EASTERN MICHIGAN UNIVERSITY
CENTER OF EDUCATIONAL RESOURCES

A Guide to: RESEARCH IN SPECIAL EDUCATION

Main Card Catalog — Lobby, 2nd floor

Look under such headings as:

Blind - Education

Deaf - Education

Delinquents

Exceptional children - Education

Handicapped children - Education

Physically handicapped - Education

Speech - Study and teaching

INDEXES

Bibliographic Index (1937-) — Index Tables, 3rd floor

This index will refer you to bibliographies in journals and books.

British Education Index (1954-) — Index Tables, 3rd floor

This is an author and subject index to about 150 periodicals, most of them British.

Canadian Education Index (1965-) — Index Tables, 2nd floor

This is an author and subject index to Canadian publications in the field of education.

Current Index to Journals in Education (CIJE) (1969-) — Index Tables, 2nd floor

This is an author and subject index to about 700 publications, most of which are journals in education.

Education Index (1929-) — Index Tables, 2nd floor

This is an author and subject index to about 240 periodical publications in education.

(Cont.) A Guide to: RESEARCH IN SPECIAL EDUCATION

Index Medicus (1960-) Index Tables, 1st floor

Includes author and subject indexes to the medical literature.

State Education Journal Index (1963-) Index Tables, 2nd floor

This is an annotated subject index to 50 state education journals (e.g. Michigan Education Journal).

ABSTRACTS

Child Development Abstracts (1927-) Index Tables, 2nd floor

Provides abstracts of journal articles and books. Author and subject indexes are included.

Dissertation Abstracts (1938-) Bibliography Area, Lobby, 2nd floor

Provides abstracts for doctoral dissertations. Includes author and subject indexes.

DSH Abstracts (1960-) Index Section, 1st floor

Gives abstracts in the area of deafness, speech and hearing. Includes author index.

Epilepsy Abstracts (1947-) Index Section, 1st floor

Includes subject and author indexes.

ERIC Research in Education (1966-) Index Tables, 2nd floor

Contains abstracts of educational research as well as author, institution and subject indexes.

Exceptional Child Education Abstracts (1969-) Index Tables, 2nd floor

In addition to the abstracts it includes an author, title and subject index.

(Cont.) A Guide to: RESEARCH IN SPECIAL EDUCATION

Mental Retardation Abstracts (1964-) Index Tables, 1st floor

Author and subject indexes for these abstracts are provided.

Psychological Abstracts (1927-) Index Tables, 2nd floor

Provides abstracts for publications in psychology. Author and subject indexes are included.

U.S. DOCUMENTS

Congressional Information Service (CIS) (1970-) Index Tables, Documents Section, 3rd floor

This publication includes a subject index as well as abstracts of Congressional publications and public laws.

Monthly Catalog (1893-) Index Tables, Documents Section, 3rd floor

This is a subject index as well as a listing of U.S. Government publications.

Eastern Michigan University
Center of Educational Resources
Orientation Office

LIST OF STUDY GUIDES

ADVERTISING
AGING
ALCOHOLISM
ART
ASTROLOGY
BILINGUAL EDUCATION
BIOGRAPHY
BLACKS
BROADCASTING
BUSINESS EDUCATION
CAPITAL PUNISHMENT
CAREERS
CENSORSHIP
CHICANOS
CHILD ABUSE
CHINA
CITY AND REGIONAL PLANNING
CIVIL DISOBEDIENCE
CIVIL RIGHTS
COMMUNITY HEALTH CARE
CONSUMERISM
CRIB DEATH
CRIMINOLOGY
CURRENT EVENTS
DEATH
DEFENSE, UNITED STATES
DRUGS
ECOLOGY
ENERGY CRISIS
ENVIRONMENTAL HEALTH
FABRIC DESIGNERS
FAMILY
FASHION DESIGNERS
FILMS
FOOD FADS
HOSPITALS
IMPRESSIONISM (in art)
INDIANS
INDUSTRIAL EDUCATION
INFLATION
LITERARY CRITICISM
MARRIAGE
MASS TRANSIT
MENTAL RETARDATION
MINORITIES
MYTHOLOGY
NURSING HOMES
NUTRITION
OCCUPATIONAL THERAPY
OCCULT SCIENCES
OPEN EDUCATION
PETROLEUM INDUSTRY
PHOTOGRAPHY
POLLUTION
POPULATION CONTROL
POVERTY
PRISON REFORM
PRIVACY
RELIGION
ROCK MUSIC
ROMANTICISM, EARLY AMERICAN
SEXUALITY
SOVIET FOREIGN RELATIONS
SPORTS
VIOLENCE
VOTING
WITCHCRAFT
WOMEN

Study guides and other helpful materials are available free at the Library Assistance Center on the Main Floor of the Library or in the Library Orientation Office, Room 217 H.

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EASTERN MICHIGAN UNIVERSITY LIBRARY

A SOURCE LIST FOR SOVIET FOREIGN RELATIONS

MARCH 1972

Books about this subject will be found by consulting the Main Card Catalog - Subject Section Lobby, 2nd floor under such headings as

Russia (1917-
Russia - Foreign relations - Asia
Russia - Foreign relations - China
- Germany
- U.S.
- 1917-1945
- 1945-
- 1953-
Russia - Politics and government - 1917-
Russia - Politics and government - 1917-1936
- 1936-1953
- 1953-
Russia - Relations (general) with foreign countries
Russia - Relations (general) with U.S.

also under other countries such as
U.S. - Foreign relations - Russia

BIBLIOGRAPHIES

Basic Russian Publications (Soc. Sci. Z2491 .46)
An annotated bibliography on Russia and the Soviet Union by Paul H. , Chicago: University of Chicago Press, 1962. This is a bibliography of Russian language publications for teaching, study and research of contemporary Soviet affairs as well as Russia's past. Division into sections such as general reference aids and bibliographies, the land, the state, the people, etc., facilitates the use of this work.

Guide to Soviet Bibliographies (Soc. Sci. Z1002.U584 1960)
A selected list of references. Washington: U.S. Library of Congress, 1950.
This work includes a section on political science which lists materials about Soviet foreign relations.

Junior Slavica (Soc. Sci. Ref. Z2491 .H58)
A selected annotated bibliography of books in English on Russia and Eastern Europe.
Rochester, N.Y.: Libraries Unlimited, 1968
Includes various sections on foreign relations

Russia and the Soviet Union (Soc. Sci. Z2491 .H64)
by Paul Horecky. Chicago: University of Chicago Press, 1965.
This is a companion volume to the author's Basic Russian Publications. It constitutes a bibliographic guide to Western language publications and emphasizes English language publications.

Bibliography Index (V. 1, 1937-) Index Tables,3rd floor
Look under
Russia - Foreign Relations

BIOGRAPHICAL SOURCES

Current Biography (Ref. CT 100 .C8) 1940-
Provides brief objective and well-documented biographical articles about living leaders in all fields of human accomplishment.
Look under person's name or Politics, Foreign in professions' index.

Portraits of Prominent USSR Personalities (Ref. DK275 .A1 P6)
Metuchen, N.J.: Scarecrow Press, V. 1, 1968- .
This is a quarterly supplement to the biographical directory Prominent Personalities in the USSR.

Prominent Personalities in the USSR (Ref. DK275 .A1 P534 1968)
A biographical directory containing 6,015 biographies of prominent personalities in the Soviet Union
Metuchen, N. J.: Scarecrow Press, 1968.

Soviet Leaders (Ref. Dk275 .A1 S5)
by G. W. Simmonds, New York: Crowell, 1967.
Includes biographical sketches of 42 prominent Soviet leaders whose lives and works typify the problems and achievements in Soviet life.

Biography Index (Vol. 1, 1946-) Index Tables,3rd floor
Look under individuals names or
Political leaders - Russia

INDEXES

To locate articles in journals look in the following indexes:

Business Periodicals Index (1958-) Index Tables,3rd floor
Look under
Russia - Economic Relations
Russia - Foreign relations - China
Russia - Foreign relations - U.S.

Index to Legal Periodicals (1961-) Index Tables,3rd floor
Look under
Russia

Public Affairs Information Service Bulletin (PAIS) 1957-
Index Tables,3rd floor
Look under
Russia - Cuba
Russia - Foreign relations
Russia - Foreign relations - U.S.
Russia - Government and politics
Russia - U.S.

Readers' Guide to Periodical Literature (1890-)
Index Tables,3rd floor

Look under
Russia - Economic relations
Russia - Foreign relations - Israel
Russia - Foreign relations - U.S.

Social Sciences and Humanities Index (1907 -) Index Tables, 3rd floor

Look under
Russia - Economic relations
Russia - Foreign relations - Rumania
Russia - Foreign relations - U.S.

For Newspaper information, use the
New York Times Index (1863-) Index Tables, 3rd floor

Look under
Union of Soviet Socialist Republics (USSR)
and subdivisions such as
USSR - Foreign service
USSR- Politics and government

ABSTRACTS

International Political Science Abstracts (Ref. JA36 .I5) V.1, 1952-)

Look under
Union of Soviet Socialist Republics - Foreign policy

DOCUMENTS

For U.S. Documents on this subject, use the
Monthly Catalog (1900-) Index Tables, Doc. Sec., 3rd floor

Look under
USSR
you will find publications of the U.S. State Department, Hearings of the House and Senate and Foreign Service reports this way.

For Russian documents you can go to the Soc.Sci. microfilm room where you will find such documents in the microcard section listed under:
Arkhiv Russkoi Revolutsii
and Krasnyi Arkhiv

The following periodicals may also be of interest:
ABSEES - Soviet and East European Abstract Series 1970
Institute for the Study of the UdSSR Bulletin: V. 17, 1970-
Reports from the Soviet Press V. 12, 1971-
Russian Review V. 9, 1949-
Soviet Studies V. 9, 1957-
Slavic Review V. 19, 1960-

Appendix VIII,
Bibliographic Worksheet

EASTERN MICHIGAN UNIVERSITY
LIBRARY

LIBRARY WORK SHEET

Include full bibliographic information such as author, title, place of publication, publisher, date of publication and call number.

1a. Indicate your last name _____

1b. List a book by an author whose last name matches your own. (If you cannot find an author by this method, find one whose last name begins with the same initial as yours.)

2a. Indicate your favorite subject _____

2b. List a book about this subject.

3. Locate the books and give a paragraph summary of one of them.

4a. List a journal article written during the last 5 years about your favorite subject.

4b. Indicate your index source.

4c. Give a paragraph summary of the article.

5a. List a reference to an editorial in the New York Times within the last 5 years.

5b. In a paragraph, tell why you agree or disagree.

6a. Find a review of one of the books you selected in #1 or #2 and list the periodical in which the complete review appeared.

7a. List a publication of the Federal government which has to do with crime and violence within the last 4 years.

7b. Summarize your opinion of this publication in paragraph form.

8. Compile and attach an annotated bibliography on your favorite subject listing at least five different types of sources. (e.g. book, article, pamphlet, reference book, document)

NOTE: You may include items used in Questions 1-7 in your bibliography.

If you need any help, be sure to come to the Library Outreach Office, 2176 on the main floor or call 7-0168.

2/72 HR:nl

Appendix VIII, continued:

PRE - POST TEST

EASTERN MICHIGAN UNIVERSITY LIBRARY

ORIENTATION

LIBRARY INFORMATION

1. What is the Instructional Materials Center?_____

_____

_____

Where is it?_____

2. How do you find out whether the library subscribes to a certain magazine? (e.g. Playboy)

_____

_____

_____

3. Suppose you found some very important information on microfilm but you have no more time left to read it in the library. What would you do besides forget it?

_____

_____

4. You need to find a book about "the open classroom". Where would you start your search?

_____

5. In which index would you find a reference to an editorial on the assassination of President Lincoln?

_____

6. Where would you go to hear Martin Luther King's famous speech, "I Had A Dream"?

_____

7. Recently, the Center for Studies of Child and Family Mental Health of The National Institute of Mental Health published a booklet called Teachers Talk About Their Feelings. How would you find this in our library?

_____

_____

_____

HR/lk
1973

Appendix VIII,

QUESTIONNAIRE FOR STUDENTS WITH PREVIOUS LIBRARY INSTRUCTION

Name_____ Class Rank: Fr. Soph. Jr. Sr.

How many library sessions have you had_____

For which course did you have the session_____

When was your last library session_____

What are the two important differences between the main card catalog and the divisional catalogs?

1._____
2._____

Indicate the number of the floor on which you can find information about the following:

_____Art	_____French	_____Music
_____Biology	_____Geography	_____Sports
_____Business	_____History	_____Psychology
_____Children's Literature	_____Literature	_____U.S. Documents

Name two periodical indexes besides the Readers' Guide

1._____
2._____

How can you tell if the library has a specific journal without asking a librarian and without checking the shelves?

Comment on the value of a library session in relation to class assignments.

2/16/72
MN:nl

Appendix VIII

(Questionnaire - PASS Students)
EASTERN MICHIGAN UNIVERSITY
LIBRARY
ORIENTATION OFFICE

1. How many subject divisions does the Library have?

2. Can magazines be checked out?

3. How do you look up a book in the card catalog?
   1.
   2.
   3.

4. Where would you get a map?

5. Where in the Library could you listen to some "rock"?

6. Where does the Library hide the magazines?

7. Where is the Reserve Room?

8. Pretend you want to find some information about Witchcraft. What would you do?

Outreach Orientation
September, 1973

Name _____

EASTERN MICHIGAN UNIVERSITY LIBRARY
LIBRARY ORIENTATION QUIZ

I. TRUE/FALSE Circle one. (Each answer is worth 1/2 a point.)

1. Magazines can be checked out. T F

2. The four divisions of this library are: 1) Science and Technology 2) Education and Psychology 3) Humanities 4) Social Sciences. T F

3. The documents are arranged by the Dewey Decimal System. T F

4. Each division has its own collection of reference books. T F

5. The Monthly Catalog lists all the magazines this library subscribes to. T F

II. MULTIPLE CHOICE Select the one best answer. Each answer is worth 2 1/2 points.

6. In which index would you find an editorial on the assassination of President Lincoln?
   a. Monthly Catalog
   b. List of Journal Holdings
   c. New York Times Index
   d. Pamphlet File

7. To check out a book from this library, you need:
   a. your student I.D. card
   b. a beige circulation card
   c. the book
   d. all of the above

8. You remember seeing a good general article on abortion in Time magazine. You think you saw it last year. What is the best way to re-locate the article?
   a. look in the 1972 Christian Science Monitor Index
   b. look in the 1972 Readers' Guide
   c. look in the Social Sciences pamphlet file under ABORTION
   d. look in the Science and Technology card catalog

9. To get any book or magazine that is on microfilm you have to:
   a. show your I.D. to a reference librarian
   b. have your instructor's signature on a permission slip
   c. go to the appropriate microfilm reading room and select the proper reel of microfilm
   d. none of the above

10. This library doesn't subscribe to The Journal of Mexican History. What do you do if you want an article from the June 1969 issue?
    a. ask Mrs. Rader in Room 315 to obtain it for you from the State Access Office at the University of Michigan
    b. go to the U. of M. and make a copy yourself
    c. try to find a similar article in another magazine
    d. give up and forget the whole thing

11. You need a book on CHICANOS, but you don't know who wrote it, or what the title is. What is the best way to find out whether or not this library has the book?
    a. look in the List of Journal Holdings under MEXICAN-AMERICANS
    b. look in the author-title section of the main card catalog under MEXICAN-AMERICANS
    c. look in the subject section of the main card catalog under MEXICAN-AMERICANS
    d. check the list in the Reserve Reading Room

12. In which section of the library would you be most likely to find the printed version of hearings on the Black Panther Party held before the House Committee on Internal Security?
    a. Documents
    b. Instructional Materials Center
    c. Reserve Reading Room
    d. Social Sciences Reference Collection

III. Each answer is worth 2 1/2 points.

13. Identify each of the underlined elements in the following citation from the Readers' Guide.

WOMAN - UNITED STATES
New woman, 1972; where she is and where she's going; symposium. il Time 99:25-34 Mr 1972

14. _____

ASTROLOGY

BF 1701 .D24 1970
Davison, Ronald C.
Astrology. New ork, Arc Books, 1970.
175p. illus 18cm.
Bibliography p. 171

a. circle the call number
b. according to the following portion of the Call Number Directory, on which floor would the above book be found?

A	Soc. Sci. & Hum.	3rd floor
B-BD	Soc. Sci. & Hum	3rd floor
BF	Ed. & Psych.	2nd floor
BH-BX	Soc. Sci. & Hum	3rd floor

c. besides being illustrated, what other potentially helpful feature does this book have and why is it helpful?

15. Using the information given on the catalog card in #14, fill out the attached circulation card as if you were going to check out the book.

16. You're looking for National Geographic Magazine in the List of Journal Holdings. The line reads:

N-3290 NATIONAL GEOGRAPHIC MAGAZINE M 3 1891-to date SCI/TECH SHELVES

a. on what floor would this magazine be found?

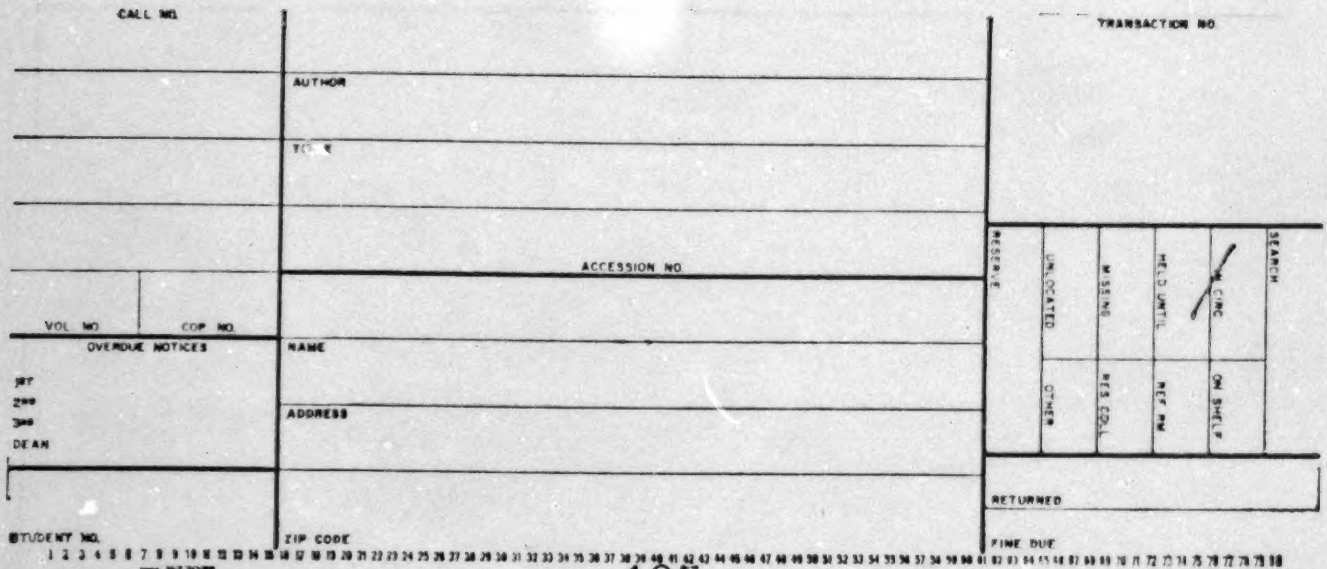
b. you're looking for an article which appeared in the 10th volume, 1899. Do we have it?

c. describe in two steps how you would locate this magazine once you got to the correct floor:

QUIZ

IV. Worth 5 points.

17. What is an annotated bibliography?



Appendix VIII, continued:
LIBRARY WORK EXPERIENCE
(for PASS Students)

SUBJECT: _____

Find a book or part of a book about this subject by using the card catalog. List all the bibliographic information about this book.

_____

_____

_____

_____

Find 2 articles in magazines about this subject by going to a periodical index. List all the bibliographic information.

_____

_____

_____

_____

Find 1 item about this subject in the New York Times by going to the New York Times Index. List all the bibliographic information:

_____

_____

_____

_____

Using the above information, compile a bibliography on this subject in alphabetical order by author.

EASTERN MICHIGAN UNIVERSITY
CENTER OF EDUCATIONAL RESOURCES

USING THE LIBRARY

HOW TO FIND INFORMATION IN BOOKS, MAGAZINES, AND NEWSPAPERS

TOPIC OF INTEREST: _____

Find a book or part of a book about this subject by using the Main Card Catalog. List all bibliographic information about this book as follows:

AUTHOR: _____

TITLE: _____

PLACE AND DATE OF PUBLICATION: _____

PUBLISHER: _____

CALL NUMBER: _____

Find one magazine article on this topic by using the Readers' Guide to Periodical Literature. List all the bibliographic information as follows:

AUTHOR: _____

TITLE OF ARTICLE: _____

TITLE OF MAGAZINE: _____

DATE OF PUBLICATION: _____

VOLUME AND NUMBER OF MAGAZINE: _____ PAGE NUMBER: _____

Find one item about this topic in the New York Times by going to the New York Times Index. List all the bibliographic information as follows:

DATE: _____ PAGE NUMBER: _____ COLUMN NUMBER: _____

I
HBR/rr
8/74

Appendix VIII, continued:
Worksheet - "Where do you look..." 1
EASTERN MICHIGAN UNIVERSITY LIBRARY
ORIENTATION OFFICE

1. How would you find the printed version of hearings held before the House Committee on Internal Security on the Black Panther Party?

2. Where would you start to look for books on drugs in this library?

3. You're writing a 10 page paper on child abuse and it's due tomorrow. Someone has checked out all the books on that subject. You can't go to the " of M Library because your roommate borrowed your car. In other words, you're desperate. Name two other circulating sources of information on the subject of child abuse.

4. In which index would you find an editorial on the assassination of President Lincoln?

5. You've found an article in the Journal of Mexican American History which clinches your main point in a major research paper due in two weeks. How do you find out whether or not we subscribe to the magazine? If we don't subscribe, what do you do besides forget the whole thing?

RB:nl
2/73

Appendix VIII, continued:
Worksheet - "Where do you look..."2
Eastern Michigan University Library
Orientation Office

1. There are many books on pollution in this library. Where would you start to look for them?

2. You've found an article in the Journal of Mexican History which clinches your main point in a major research paper due in two weeks. How do you find out whether or not we subscribe to the magazine? If we don't subscribe, what do you do -- besides forget the whole thing?

3. Recently the Bureau of Product Safety of the Food and Drug Administration issued a booklet called "Banned Toys." Where would you find it?

4. If a newspaper isn't on the current newspaper shelves, where else might it be found? (Besides in someone else's hands.)

5. You're writing a 10-page paper on child abuse and it's due tomorrow. Someone has checked out all the books on that subject. You can't go to the U. of M. library because your roommate borrowed your car. In other words, you're desperate. Name two other circulating sources of information on the subject of child abuse.

6. You have to read a newspaper editorial about airplane hijackings. What is the best source to use to find such an editorial?

:nl

Appendix IX

FACULTY EVALUATION OF ORIENTATION 1970-1975

EMU Departments Represented

by

Faculty Solicited for Evaluation

Department	Number of Faculty
English	50
Speech	12
Educational Psychology	5
Political Science	5
Advising/Counseling/Housing	4
Curriculum & Instruction	4
History	4
Economics	2
Education/Student Teaching	2
Fine Arts	2
International Studies	2
Physical Education	2
Business	1
Industrial Arts	1
Psychology	1
Sociology	1
Special Education	1
Total:	99

NOTE: Since anonimity was promised, this list represents faculty members solicited for evaluation, but is not representative of proportions in the final evaluation return totals.

Appendix IX, continued:

Total respondants: 48
(of 99 solicited)

Response = 48%

Eastern Michigan University
Center of Educational Resources
FACULTY EVALUATION
1970-1975

Winter, 1975

During the past five years you have brought one or more classes to the Library for orientation sessions. We are very anxious to obtain evaluations of the Library Outreach Orientation Program from participating faculty members for inclusion in the final program report.

Please respond freely to each of the questions below and return the completed form to the Orientation Office, 217-H Library before the Winter Term ends. Please do not include your name.

Thank you for your cooperation,

Hannelore B. Rader

Hannelore B. Rader, Orientation Librarian

1. Do you think your students are more confident in using the library after having had a library session?
   YES(44) NO(1) COMMENT ONLY: (3)

   YES: 92% NO:2% COMMENT ONLY: 6%

2. Did your students produce papers showing evidence of a high(er) quality of documentation after having had the orientation session(s)?
   YES(35) NO(6) COMMENT ONLY: (7)

   YES:73% NO: 13% COMMENT ONLY: 14%

3. Are you now requiring more assignments which involve the use of the library?
   YES(22) NO(21) COMMENT ONLY: (5)

   YES:46% NO: 44% COMMENT ONLY:10%

4. Will you continue to bring your students in for library instruction sessions?
   YES(40) NO(3) COMMENT ONLY: (5)

   YES:83% NO: 6% COMMENT ONLY:10%

5. Has the Library Outreach Orientation Program helped you to become more aware of and more familiar with library resources?
   YES(44) NO(3) COMMENT ONLY: (1)

   YES:92% NO: 6% COMMENT ONLY: 2%

6. Should the Library Outreach Orientation Program be continued?
   YES(47) NO(0) COMMENT ONLY: (1)

   YES:98% NO: 0% COMMENT ONLY: 2%

7. How has your participation in the Orientation Program changed your attitude toward librarians as "contributors to student learning"?

   No Response: (11) or 23%

   Responses: (37) or 77%

   A. Indicating attitude change in positive direction: (6) or 16%
   B. Indicating reinforcement of positive attitude: (8) or 22%
   C. Indicating positive attitude without change: (13) or 35%

   No one indicated negative attitude. (6) made other comments (or 16%).

HBR/lek
2/75

FACULTY EVALUATION

of

Library Outreach Orientation Program

1970-1975

QUESTION 1: Do you think your students are more confident in using the library after having had a library session?

YES: 44

Comments: "This is very true considering the fact that before the library session, many of the students didn't even know how to use the card catalog."

"Several said so on the final class evaluation."

"Students realized that the Library is more than a collection of books; it is a source of aid and technical supplies."

"They have a better idea of what there is and where to find it."

"They didn't use the library at all before orientation."

"They are using it! Some tell me of their struggle - but with a hint of pride in their voices."

"Yes, some of the students in our group were amazed at the tour and their first organized exposure to a library. For others, it was the first organized exposure to EMU library. In discussion with them and subsequent follow-up, they expressed more confidence in using the library."

"Especially with 'Newsbank' and to know what's available."

"Especially ERIC as I found many students did not know about it."

"Most of them will. Those in (ENG) 120 were not satisfied."

"Slightly"

"But not confident enough."

"However, I feel that it would be better to have orientation divided into 2 or 3 sessions to heighten retention of materials."

"However, the programs could be improved if broken into units such as Government Documents, Reference, Use of Indexes, Microfilm Use, etx."

NO: 1

Comment: "It was not the fault of the library - my students' attitudes were not conducive to a good learning situation."

COMMENT ONLY: 3

"Not sure" (2)

"I'm not really sure. I have given them one major research project that they are working on now."

continued:

QUESTION 2: Did your students produce papers showing evidence of a high(er) quality of documentation after having had the orientation session(s)?

YES: 35

Comments: "Definitely"

"For the most part."

"I am getting some fairly well researched topics."

"Documented papers are required in the course, and before the orientation session, many students didn't know how to document the material."

"They often do some research on simple expository papers which did not actually require research, but definitely benefited from it."

"Especially in use of abstracts, pamphlets, files, etc."

"Some made use of library indexes & references."

"They were required to write documented papers for my class."

"Followed-up the session with an assignment."

NO: 6

Comments: "Not required for the course I taught."

"Only because that's impossible to tell."

COMMENT ONLY: 7

"I have no basis for comparison, but probably."

"Hard to tell."

"Don't know - since all my students have had orientation sessions."

"Not applicable; although students did exhibit knowledge of library services."

continued:

QUESTION 3: Are you now requiring more assignments which involve the use of the library?

YES: 22

Comments: "Now I require several assignments designed to work up to a longer research paper, so they may ease into the total process."

"I believe in follow-up after orientation."

"At least 4 pages over the term must reflect documentation."

NO: 21

Comments: "Almost all of them already did or do--."

"I have always required such assignments."

"(no) But that has more to do with the nature of the course I teach."

"Not that hard of a course."

"My present classes are so specialized, there is only a small need for Library services."

"121 Comp. for the rest of the term will be students' writing--."

"Not other than distributing various library literature."

"Not this term."

"Have not been teaching class."

"Presently not teaching."

COMMENT ONLY: 5

"Not applicable: Not teaching this term."

"I always sent students to the library, and I always gave library assignments."

"Not sure."

continued:

QUESTION 4: Will you continue to bring your students in for library instruction sessions?

YES: 40

Comments: " As needed. This is particularly important to underclassmen."

"Yes, especially for my undergraduate research classes."

"Each semester. And I would hope to work out a more comprehensive library-lab workshop for (ENG) 120 students."

"Yes, the orientation is interesting & informative."

"Both graduate & undergraduate students seem to be unfamiliar with library holdings."

"Will require those not acquainted to attend."

"If I again teach a freshman level course."

"If assigned a class where Library services would be most helpful."

NO: 3

Comments: "My classes have been in several times - now its up to them!"

"Class too large."

"Not as is."

COMMENT ONLY: 5

"It will depend upon student attitude."

"It really depends on the nature of the material I will be presenting that semester."

"I have stopped doing so because it is too general and I talk of materials to use and where to find them but I emphasize use of library staff."

"Not applicable: not teaching this semester."

continued:

QUESTION 5: Has the Library Outreach Orientation Program helped you to become more aware of and more familiar with library resources?

YES: 44

Comments: "I learn something every time I take students there."
"Me, yes; them, a qualified yes."

NO: 3

Comments: "I was already aware of these resources."
"I am a hardened user."

COMMENT ONLY: 1

"I already knew about the program."

continued:

QUESTION 6: Should the Library Outreach Orientation Program be continued?

YES: 47

Comments: " !!! "

"EXPANDED"

"Definitely"

"Definitely - This is a very important aspect of instruction."

"DO NOT discontinue it! Encourage it, advertise it much more - creatively."

"Should be a must - especially for prospective teachers."

"Definitely. It might even be expanded with good results. If a degree means nothing else, it should at least mean its bearer can find facts when he or she needs them."

"Yes, the service is valuable to freshmen and graduate students alike."

"Please don't entertain the idea of discontinuing it."

"Have used this program for more than five years;..these have been most helpful and I plan to continue this program."

"I think it is an outstanding program."

"I and my students found it excellent."

"It is very beneficial to the students, especially those who have never before been in a library."

"Yes, but in the form outlined below." (see Suggestions)

"But I think that you should consider the amount of information that is capable of being comprehended at one session. I think that to many students, the library is overwhelming and an overwhelming amount of information reinforces that belief."

NO: 0

COMMENT ONLY: 1

"Don't know its cost or total scope of services."

QUESTION 7: How has your participation in the Orientation Program changed your attitude toward librarians as "contributors to student learning"?

NO RESPONSE: 11

RESPONSES: 37

A. Responses indicating attitude change in a positive direction: 6

"Yes, in the positive direction."

"Helps students feel more at ease in library."

"Yes. You're doing a good job - keep it up. To bad such a small percentage of students become adept at library research."

"I'm impressed with the attempt to assist the student in every way possible instead of erecting libraries against use of Library services."

"Although I have always appreciated the library as a center of learning, working with librarians makes me appreciate their comprehension of a wide range of topics and their helpfulness more and more. The Staff has been great!"

"I have discovered that they are creative and ingenious in their approach to research, and that they often suggest areas which the student (and teacher) had not considered exploring. My students invariably come away impressed by their approach ability and their eagerness to help."

B. Responses indicating reinforcement of positive attitude: 8

"It has made me more aware of it. (I really believe that some differentiation should be made between the dorm introduction & the 120 introduction, I think this was the problem with my 120 students."

"Orientation Librarians have been consistently helpful and agreeable. I think its a splendid service!"

"Reinforced high regard."

"I've always thought librarians were the more resourceful people in an academic setting and the help that is given from the EMU library staff makes me continue to think this way."

"I was delighted with the librarians pleasant and helpful attitude toward my students; I was aware of this personally before - as a recent undergraduate."

"Most of my students have commented on how helpful the library staff has been in finding materials and suggesting sources. Thanks!"

"I always thought librarians could be very helpful." 139/140

"My attitudes have not changed; The Orientation program has reinforced my high opinion of librarians as 'contributors'..

continued:

C. Responses indicating change to or reinforcement of negative attitude: 0

D. Responses indicating negative attitude without change: 0

E. Responses indicating positive attitude without change: 13

"I always knew they were important."

"I always had a great deal of confidence in the librarians."

"I always thought - knew - they were that."

" I never have had reason to believe librarians were not contributors to student learning."

"I have generally held librarians in high esteem as education facilitators, before and after my participation."

"I always thought they were necessary for a successful college program."

"I always did consider Librarians as contributors."

"No, I have always regarded librarians as 'contributors to student learning'. In my own educational background, there have been many librarians who were extremely helpful."

"It hasn't. My mother is a librarian and she has been contributing to student learning for years."

"Its changed nothing. I had always known librarians are the salt of the earth. I had not known they were vivacious and charming and spoke like Marlene Dietrich."

"I have always felt that librarians had this very important function."

"I've always felt they did contribute. Ms Rader is very helpful! I used to work in library orientation myself!"

"As a veteran teacher approaching 'senior citizenship' I have long held a respected attitude about the relation between librarians, libraries, and the process of learning."

F. OTHER Comments: 6

"Yes"

"Poor question, assumes some attitude, and implies that is is bad - I have worked in Library while in undergraduate school, and like librarians."

"Question implies my attitude has changed."

"I feel that Mrs. Rader's program is especially thorough and that the relation of her verbal message to audio visual materials is good. The half-time librarian who substituted for her in one class was not as thorough in explaining how things worked, leaving students somewhat confused. Both coverec the same material, but one with less deliberate detail - most students are pretty unfamiliar with the library."

"Three cheers for the library outreach program."

"Hannelore Rader is beautiful! Library orientation is oriented!"

continued:

Faculty Evaluations, continued:

SUGGESTIONS:

"Let the students have a little more time to examine the reference books (the books that have been passed around - specific indexes, etc.)"

"I took my students to the library twice for these sessions but in each case, the entire class was lectured to and shown various research source materials, I thought it was interesting but the students didn't take to it so I stopped doing it. I think it would be more effective if the instruction would take a small number, maybe half of the class at a time, through the beginning process of writing the research paper. After 30 minutes of orientation, then these students should be let loose to work on their own, since they would then know where materials were and how to begin collecting information."

"...I really believe that some differentiation should be made between the dorm introduction and the (ENG) 120 introduction; I think this was the problem with my 120 students."

"...(one librarian) was not as thorough in explaining how things worked, leaving students somewhat confused. Both (librarians) covered the same material, but one with less deliberate detail - most students are pretty unfamiliar with the library."

"...the programs could be improved if broken into units such as Government Documents, Reference, Use of Indexes, Microfilm Use, etc."

"...It would be better to have orientation divided into 2 or 3 sessions to heighten retention of materials."

lek
5/75

(1): 1970-71 old form
(2): 1971-72 old form
(3A): 1972-73 old form
(3B): 1972-73 present form
(4): 1973-74 present form
(5): 1974-75 present form

Appendix X
1970-1975

PERCENTAGE SUMMARY:

Student Evaluations
of
Library Sessions

EASTERN MICHIGAN UNIVERSITY LIBRARY
OUTREACH ORIENTATION OFFICE

TOTAL NUMBER STUDENTS EVALUATING EACH YEAR:

(1): 1140
(2): 143
(3A): 623
(3B): 468
(4): 1177
(5): 157
TOTAL: 3708

1091

ears
mitted: Please answer the following questions, checking those spaces that apply.

1. Class rank: Freshman 3% Sophomore 4% Junior 1% Senior 1% Grad 1% .

1) 2. This is my: 1st 82% 2nd 16% 3rd 2% session. Other _____ (please specify)

1) 3. I use the library: regularly 33% rarely 59% never 7% NR 1%

1) 4A. My main reason for coming to the library is: (check one)
(Multiple responses account for percent-total exceeding 100.)
a) library assignments 57%
b) Personal readings 29%
c) Study hall 32%
d) Social 2%
e) Other 12% (see attached)

1),(2),(3A) 4B. My reason for not coming to the library is: -see attached- .

2),(3A) 5. Did you like the way this session was presented?
Yes 74% Somewhat 21% No 3% NR 2%

1),(2),(3A) 6. How would you improve the session if you were giving it?
-see attached-

2),(3A) 7. Did this session help you with your assignment for this class?
Yes 62% Partly 26% No 4% Don't have assignment yet 4% NR 4%

1),(2),(3A) 8. Do you feel more confident in using this library now?
Yes 59% Somewhat 34% No 4% NR 3%

1),(2),(3A) 9. Which of the following do you still feel unclear about? (Check as many as you need) (Multiple responses account for percent-total exceeding 100.)

Divisional Card Catalogs	8%	LC System	6%
Periodical Indexes	9%	Pamphlets	11%
Newspaper Indexes	8%	Microfilm	14%
U.S. Documents	23%	List of Journal Holdings	13%
Special Reference Books	10%	Reference Desks	4%
Main Card Catalog	3%	Other: (see attached)	3%
Subject Headings	4%		

(please specify "other")

),(2),(3A) 10. For information about using this library would you rather: (check only your 1st choice)
Watch and listen to a slide/tape presentation 9%
Attend a session like this 64%
Ask a librarian 24%
Ask a friend 13%
Other: 2% (see attached)
(please specify "other")

COMMENTS: -see attached-

144/145

lek 6/75

THANK YOU
2/74 HR/rr

Attachment to:
1970-1975
Percentage Summary
of
Student Evaluations of Orientation Sessions

Question 4A: Other reasons for coming to the EMU Library. 12%
Use Xerox. Do research. Do homework.

Question 4B: What are your reasons for not using the Library?
Percentages are based on 160 students who responded:

No need	28%
No time	15%
Too inaccesable (too far to walk, only one entrance, etc)	7%
Impersonal treatment, librarians sometimes nasty	2%
Not interested, "lazy", busy socializing	5%
Don't know enough about use of library	5%
Use another library	1%
Don't know why	1%
Uncomfortable (cold, too quied, not "relaxed", lights bother eyes)	16%

Question 6: How would you improve the sessions?
Percentages based on the 246 students who responded:

Longer, with more specific detail, perhaps more than one session with smaller working groups	34%
Give a lecture at Freshman Orientation	14%
Pep it up; more exchange between students and librarians	12%
Its already very good	9%
Find out what group already knows	8%
Simplify and shorten	7%
Have a walking tour,,,	6%
Make more comfortable (i.e. larger room, later in day, more relaxed)	2%

Question 9: Other areas students felt unclear about:
"A lot of stuff";"Everything";"abstracts";
"Location of all of these"; "Educational
materials collection"

continued:

1970-75 Student Evaluation Summary Attachment, continued:

Question 10: Comments:
(Percentages below are based on the 143 students who commented.)

Favorable: 88%
Sample comments: "Excellent presentation - it opened alot of doors."
"I never knew the library had so much to offer."

Unfaborable: 7%
Sample comments: "Boring"
"Too much information, too fast."
"It was a waste."

General: 2%
Sample comments: "A very fine library. I hope to use it often."
"I need to know much more."

Suggestions: 3%
Sample comments: "Let students express feelings more."
"Have a walking tour."

lek
6/75

Appendix XI

Student Evaluations of Library Sessions
1970-75 Comparison Summary of Appropriate Items

*=Data not available.

ITEM	ACADEMIC YEAR				
	1974/75	1973/74	1972/73	1971/72	1970/71
Total # Students Evaluating:	157	1177	1091(#1-4) 468(#5-10)	143	1140
#1: Class Rank					
Freshman	90%	85%	95%	97%	*
Sophomore	6	8	3	2	*
Junior	.5	2	1	0	*
Senior	3	3	1	0	*
Graduate	0	1	0	0	*
No Response	.5	1	0	1	*
#2: Session					
1st	74%	75%	90%	73%	*
2nd	22	19	9	26	*
3rd	3	2	1	1	*
Other	0	1	0	0	*
No Response	1	3	0	0	*
#3:Library Use					
Regularly	41	33	32	36	*
Rarely	52	59	60	58	*
Never	7	6	8	5	*
No Response	0	2	0	1	*
#4:Reasons for (A) Library Use					
Assignments	52%	42%	58%	61%	*
Personal Rdng.	15	24	27	27	*
Study Hall	36	23	32	35	*
Social	1	1	3	3	*
Other	13	12	9	8	*
#5:Liked Session?					
Yes	68%	76%	86%	*	68%
Somewhat	29	20	10	*	26
No	3	1	1	*	6
No Response	0	3	3	*	0
#7: Session helped with assignment?					
Yes	46%	34%	57%	*	75%
Partly	10	30	26	*	23
No	4	7	3	*	1
Don't have	34	1	14	*	*
No Response	6	8	0	*	1
#8: More confident after session?				*	*
Yes	53%	54%	69%		
Somewhat	41	35	28		
No	5	5	2		
No Response	1	6	1		
#10: Type of orientation preferred				*	*
Slide-tape	16%	9%	4%		
Session	50	55	73		

Freshman	90%	85%	93%	97%	
Sophomore	6	8	3	2	*
Junior	.5	2	1	0	*
Senior	3	3	1	0	*
Graduate	0	1	0	0	*
No Response	.5	1	0	1	*
#2: Session					
1st	74%	75%	90%	73%	*
2nd	22	19	9	26	*
3rd	3	2	1	1	*
Other	0	1	0	0	*
No Response	1	3	0	0	*
#3:Library Use					
Regularly	41	33	32	36	*
Rarely	52	59	60	58	*
Never	7	6	8	5	*
No Response	0	2	0	1	*
#4:Reasons for (A) Library Use					
Assignments	52%	42%	58%	61%	*
Personal Rdng.	15	24	27	27	*
Study Hall	36	23	32	35	*
Social	1	1	3	3	*
Other	13	12	9	8	*
#5:Liked Session?					
Yes	68%	76%	86%	*	68%
Somewhat	29	20	10	*	26
No	3	1	1	*	6
No Response	0	3	3	*	0
#7: Session helped with assignment?					
Yes	46%	54%	57%	*	75%
Partly	10	30	26	*	23
No	4	7	3	*	1
Don't have	34	1	14	*	*
No Response	6	8	0	*	1
#8: More confident after session?				*	*
Yes	53%	54%	69%		
Somewhat	41	35	28		
No	5	5	2		
No Response	1	6	1		
#10: Type of orientation preferred				*	*
Slide-tape	16%	9%	4%		
Session	50	55	73		
Ask Librarian	28	27	5		
Ask friend	5	6	32		
Other	1	3	2		

11/75
LEK

NOTE: Students checked more than one response for items 4 and 10, thus percentages total over 100%.

Appendix XII

Senior Survey Cover Letter

Attached you will find a questionnaire about the Library Outreach Orientation Program. This is the fifth year of the specially funded program and we would like to evaluate its impact thus far.

We would appreciate it very much if you could answer the questions as sincerely as possible. Of course, all the answers will be confidential and anonymous. If you would like to participate in a follow-up interview with the Orientation Librarian, please indicate your name.

For your convenience, we have included a self-addresed, stamped envelope. Please return the questionnaire by October 26, 1974.

Thank you for your cooperation.

Sincerely,

Hannelore B. Rader
Orientation Librarian

Appendix XII

Senior Survey Questionnaire

EASTERN MICHIGAN UNIVERSITY

LIBRARY OUTREACH ORIENTATION PROGRAM

QUESTIONNAIRE

1. a. Freshman [] c. Junior [] e. Graduate []
   b. Sophomore [] d. Senior []

2. a. Male [] b. Female []

3. Age a. 17-21 [] b. 22-30 [] c. 31-40 [] d. 40 + []

4. a. Native American [] b. Chicano [] c. Black []
   d. Caucasian [] e. Other (Specify) []

5. a. College of Arts & Sciences [] b. College of Education []
   c. College of Business [] d. Applied Science Department []

6. Major _____

7. Started at EMU as a freshman a. yes [] b. no []

8. Grade Point Average _____

9. Did you ever have a library orientation session, library tour or library lecture presented by a librarian at EMU?

   a. yes [] b. no []

10. If yes, how many of these sessions did you have a. _____

    and in which course(s)? b. _____

    _____

    _____

11. What was your status when you had the "library orientation-instruction session(s)?

    a. freshman [] b. sophomore [] c. junior []
    d. senior [] e. graduate []

12. Did the library orientation-instruction session prepare you for your library assignments?

    a. a great deal [] b. somewhat [] c. not at all []

13. Do you think the 'library orientation-instruction session' was worth your time?

    a. yes [] b. no []

14. Do you use libraries (EMU and or others)

    a. regularly (once a week or more) []
    b. rarely (once a month or less) []
    c. never []

15. How do you view libraries in general?
a. As a source for all types of information []
b. As a place to get help for class assignments []
c. As a study place []
d. As a social gathering place []
e. Other (please specify) _____

_____

_____

16. How do you view librarians at EMU?
a. As instructors who help you use the library []
b. As guardians of books []
c. As information specialists []
d. Other (please specify) _____

_____

_____

17. Do you generally feel confident in the EMU Library? (e.g. do you feel you can ask any type of informational question and you will receive an adequate answer)
a. yes [] b. no []

18. Do you feel that your library experiences at EMU have:
a. encouraged you to use libraries in the future []
b. had no influence on your future library use []
c. discouraged you from using libraries in the future []

19. Have you used such information sources as:

a. New York Times Index	yes []	no []
b. Monthly Catalog	yes []	no []
c. Social Sciences and Humanities Index	yes []	no []
d. ERIC Research in Education	yes []	no []

20. Are you familiar with the major reference sources in your subject major?
a. very familiar [] b. somewhat familiar [] c. not at all familiar []

21. If your answer is a or b name as many titles as you can up to five (5).

1. _____

2. _____

3. _____

4. _____

5. _____

I am willing to have a follow-up interview with the Orientation Librarian, my name is _____ you can reach me at _____.

9/27/74 MBR:lat

SENIOR STUDENTS SURVEY

Data Summary

I. GENERAL INFORMATION ABOUT EVALUATORS AT THE TIME OF THE SURVEY

Data:

AGE

17-21	41%
22-30	48%
31-40	8%
40+	1%
NR	2%

RACE

American Indian	1%
Chicano	1%
Black	1%
Caucasian	96%
No Response	1%

SEX

Male	36%
Female	61%
NR	3%

CLASS STANDING

Freshmen	0
Sophomore	1%
Junior	1%
Senior	95%
Graduate	3%

GRADE POINT AVERAGE

3.5-4.0	16%
3.0-3.49	41%
2.5-2.99	26%
2.0-2.49	12%
Other	1%
NR	4%

EMU COLLEGE IN WHICH ENROLLED

Arts & Sciences	23%
Education	47%
Business	19%
Applied Science	1%
Human service	1%
No Response	9%

MAJOR FIELDS OF STUDY

Art	2%
Art, commercial	2%
Biology	2%
Business: Accounting	8%
Education	2%
General	3%
Management	1%
Marketing	3%
Secretarial	1%
Chemistry	2%
Cumputer Systems	3%
Dance	1%
Education, early el.	2%
Education, later el.	2%
English	4%
Geography, general	3%
Geography, earth sci.	2%
History	3%
Home economics, gen	2%
Home economics, dietetics	2%
Home economics, Education	3%
Home economics, Family	3%
Industrial Technology	1%
Library Science	1%
Math	1%
Music	1%
Physical Education	1%
Phys. Ed. - Recreation	2%
Political Science	3%
Psychology	1%
Speech & Dramatic Arts	15%
Special Education, gen.	9%
Special Ed.-Occupational	1%
Special Ed.-Speech Path.	2%
Social Work	2%
Social Science	1%
No Response	7%

BEGAN AT EMU AS FRESHMAN

Yes	48%
No	52%

II. LIBRARY ORIENTATION-INSTRUCTION EXPERIENCE (LOIE)

LOI Experience:

Key Question: Did you ever have a library orientation session, library tour, or library lecture presented by a librarian at EMU?

YES 54% (N=63) - Hereon known as LOIs

NO 46% (N=53) - Hereon known as NoLOIs

Number of LOI Experiences:

Those students who had library orientation-instruction experience(s) had their first session, tour, or lecture as follows:

Freshman year	44%
Junior year	21%
Senior year	21%
Sophomore year	10%
Graduate school	4%

35% of the LOIs had more than one orientation-instruction experience; 18% had three to five such experiences during their sophomore, junior, and/or senior year.

LOIE Departments and Classes:

Those who had ONE session had it in: (N=41)	
English	29%
Education	27%
Business	24%
Geography	2%
Library Sci.	2%
Poli. Sci.	2%
Speech	2%
Tour	7%
Can't rememb.	5%

Those who had TWO sessions had them in: (N=11)	
English	36%
Business	18%
Education	18%
Political S.	4.5%
Library Sci.	4.5%
Geography	4.5%
Tour	4.5%
Can't rememb.	5%

Those who had THREE sessions had them in: (N=6)	
Education	33%
English	17%
Business	11%
Government	5.5%
Library Sci.	11%
Tour	17%
Veterans	5.5%

Those who had FOUR or FIVE sessions had them in: (N=5)	
Education	28%
English	11%
Library Sci.	28%
Business	5.5%
Math	5.5%
History	5.5%
Speech	5.5%
Science	5.5%
Can't remb.	5.5%

Departments and Courses through which LOIE was provided: (N sessions = 101)

	% Ss
Business Department.....	16%
Communications	
Consumer Education	
Investments 354	
Personnel Admin.	
Personnel Management	
Personnel Problems	
Retailing	
Statistics 365	

	%Ss
English Department.....	26%
Childrens' Literature	
English Comp. 121	
English Comp. 122	
Journalism	
Geography Department...	2%
Field Geography	
Research	

continued:

II. Library Orientation-Instruction Experience (LOIE), continued:

Education Department...	27%
Ed. Psychology	
EDP Measurement	
EDP Research	
EDP Statistics	
Health Ed.	
Health Ed. -Elem.	
Industrial Ed.	
Methods of Teaching:	
Biology	
Math	
Reading	
Science	
Social Studies	
Speech	
History Department.....	2%
Library Science Dept....	9%
A. V. Media Center	
General Reference	
Library Orientation	
Organiz of Materials	
Selection & Use	

	% Ss
Math Department.....	1%
Political Sci. Dept..	1%
Science.....	1%
Speech, Research in..	1%
Veterans groups.....	1%
Library Tour by Librarian.....	6%
Can't remember.....	6%

III. EVALUATION OF LOIE BY STUDENTS

Summary - Most of those students who had LOI (N=63) felt it was worth their time (89%) and that it prepared them, at least somewhat, for their library assignments (91%).

Data -

LOI was worth time:	
YES:	89%
NO:	11%

LOI prepared them for library assignments:	
A great deal:	32%
Somewhat:	59%
Not at all:	9%

continued:

IV. LOIs versus NoLOIs

Library Usage -

Key Question: Do you use libraries (EMU and others) a) regularly; b) rarely; c) never?

Data: Observed frequencies of library use of 115 Ss (percentages appear in brackets)

Ss	Regularly	Rarely	Never	TOTAL
LOIs:	40 (63%)	22 (35%)	1 (2%)	63
NoLOIs:	32 (62%)	19 (37%)	1 (2%)	52
*TOTAL	72 (63%)	41 (36%)	2 (1%)	115

*one student did not respond

Use of Basic Information Sources -

Key Question: Have you used such information sources as: a) New York Times; b) Monthly Catalog; c) Social Sciences & Humanities Index; d) ERIC (Research in Education)?

Data: Percent of LOIs (N=63) & NoLOIs (N=53) who have used each of the four basic information sources.

Ss	NYT	MC	SS&HI	ERIC
LOIs	49%	46%	60%	35%
NoLOIs	38%	42%	49%	19%

Observed frequency of use of each source by LOIs and NoLOIs.

# titles used	#LOIs	# NoLOIs
4	6	2
3	15	9
2	18	16
1	15	11
0	9	15
	N= 63	N= 53
	ΣX_1 =120	ΣX_2 = 78
	$\bar{X}_1$=1.9	$\bar{X}_2$=1.5

continued:

IV. LOIs versus No LOIs, continued:

Use of Reference Sources in Subject Major -

Key Question: A. Are you familiar with the major reference sources in your subject major?
B. If so, name as many titles as you can up to five.

Data: A. Self-reported familiarity with major's sources.

Observed frequencies of "familiarity" responses of 114 Ss* (Percentages in brackets)

Ss	Familiarity			Total
	Very	Somewhat	Not at all	
LOIs	24 (38%)	30 (48%)	8 (13%)	62
NoLOIs	16 (30%)	27 (51%)	9 (17%)	52
Total	40 (35%)	57 (50%)	17(15%)	114

B. Observed frequency:acceptable titles named by 53 NoLOIs and 63 LOIs.

Ss	Total Number of Acceptable Titles [ΣX]
LOIs	99 (71%)
NoLOIs	41 (29%)
TOTAL:	140

# Acceptable Titles Named	f LOIs	f NoLOIs
5	8	1
4	3	2
3	6	4
2	9	5
1	11	6
0	26	35
	N= 63	N= 53
	$\bar{X}$= 1.57	$\bar{X}$=.77

Attitude Toward Libraries

Key Question: How do you view libraries in general: a) as a source for all types of information; b) as a place to get help for class work; c) as a study place; d) as a place for social gathering; e)other?

Data: Observed frequencies of "view of libraries" responses of 116 Ss. (percentages appear in brackets)

Ss	All types information	Class-work help	Study	Social	Oth.	TOTAL
LOIs	57 (50%)	21 (19%)	24(21%)	2(2%)	9(8)	113
NoLOIs	43 (49%)	19 (22%)	19 (22)	4(5%)	2(2)	87
Total	100 (86%)	40 (34%)	43 (37%)	6 (5%)	11 (9%)	200

continued:

Attitude Toward EMU Librarians -

Key Question: How do you view librarians at EMU? a) as instructors who help you use the library; b) as guardians of books; c) as information specialists; c)other.

Data: Observed frequencies of "view of EMU librarians" responses of 116 Ss (63 LOIs, 53 NoLOIs). [Percentages appear in brackets]

Ss	Instructors	Guardians	Info. Specs.	Other Pos	Other Neut	Other Neg	TOTAL
LOIs	39 (62%)	6 (10%)	20 (32%)	4 (6%)	1 (2%)	6 (10%)	76
NoLOIs	30 (57%)	12 (23%)	23 (43%)	3 (6%)	1 (2%)	4 (8%)	73
Total	69	18	43	7	2	10	149

EMU Library Confidence

Key Question: Do you generally feel confident in the EMU Library (i.e. do you feel you can ask any type of informational question and you will receive an adequate answer)?

Data: Observed frequencies of "EMU Library Confidence" responses of 116 EMU senior students.

Ss	Unreluctant & Confident		Reluctant & Not Confident		TOTAL
LOIs	56	(89%)	7	(11%)	63
NoLOIs	35	(66%)	18	(34%)	53
Total	89		24		113

EASTERN MICHIGAN UNIVERSITY
CENTER OF EDUCATIONAL RESOURCES
BIBLIOGRAPHIC INSTRUCTION OBJECTIVES

INTRODUCTION

Learning to use the Center of Educational Resources properly is a very important part of the educational process. While the library orientation and instruction programs do much to acquaint the student and faculty with a specific facility and collection, these programs also aid in guiding the individual towards intelligent and independent use of any resource center. And, because the Center's community of patrons is so diverse and can include students (regular and visiting), faculty (regular and visiting), staff, visitors and local citizens this nurturing attitude becomes very important.

Competence in the use of this or any other resource center can probably not be had in one or two sessions of bibliographic instruction or by a single tour, no matter how comprehensive, The sessions or tours should and must be backed by months or even years of competent, efficient service from every Center staff member encountered during the patron's tenure at the institution. This is a type of 'outreach'.

Ideally, the student is initially contacted in bibliographic sessions during his or her freshman or sophomore year. This encounter must be geared toward motivating the student to such an extent that he or she will continue to seek out services and eventually progress to a nearly independent user. Similarly, University faculty and staff are oriented to the facility and collection. Encounters with Center staff must help to foster good university relations and a positive attitude concerning the Center.

The Center of Educational Resources is and should be a friendly, helpful place for obtaining all types of information.

Level I

The students should be familiar with the physical layout, facilities, and services available.

Goal 1

To acquaint students new to the Center with its physical layout and facilities.

a) books
b) periodicals and newspapers

c) microforms and equipment
d) media materials
e) card catalogs
f) periodical files
g) indexes and abstracts
h) pamphlet files
i) special collections
   1. U.S. Documents
   2. Archives
   3. Map Library (including road map and tourist file)
   4. Children's Literature
   5. Instructional Materials Center
   6. College Catalogs
   7. City and Regional Planning Materials
   8. Corporation Reports
   9. Sound Archives
   10. Telephone Directories

j) reference desks
k) Circulation Desk
l) Reserve Reading Room
m) Record Listening Room
n) typing room
o) smoking lounges
p) rest rooms
q) group study rooms
r) copying facilities

Goal 2

To acquaint students new to the Center with the services available for their use.

a) specialized reference service
b) telephone reference service
c) interlibrary loan
d) photoduplication services
e) suggestion box
f) media production services (television, videotapes, motion pictures, slides, transparencies, photographs, etc.)
g) special services for exceptional students

Goal 3

To acquaint students with other available campus and community resources.

Level II

The students should be able to use basic search tools for locating information.

Goal

To teach students how to:

a) use the card catalogs to locate materials by author, title and subject.

b) use the L.C. List of Subject Headings to locate alternate subject headings for specific topics
c) use the Readers' Guide to Periodical Literature, Social Sciences and Humanities Index, Public Affairs Information Bulletin, Newsbank, and New York Times Index to locate specific periodical and newspaper articles.
d) use the Monthly Catalog to locate U.S. Government publications
e) cite sources of information

Level III

The students should be able to plan and implement an efficient search strategy based on their information needs using Center resources appropriate to their disciplines.

Goal 1

To teach students to identify subject related sources.

a) guides to the literature
b) reviews of the literature
c) abstracts and digests
d) bibliographies and indexes
e) dictionaries
f) encyclopedias
g) directories and biographical sources
h) government publications
i) atlases and pictorial works
j) handbooks and manuals
k) yearbooks and annuals
l) statistical sources
m) major monographic series
n) periodical
o) pamphlet and picture files

Goal 2

To demonstrate to students the arrangement of information in each of these sources.

Goal 3

To review with students various search strategies useful in a specific subject area.

Goal 4

To teach the students to evaluate the materials

pierian press

LIBRARY ORIENTATION SERIES edited by Sul H. Lee

Library Orientation

Papers Presented at the First Annual Conference on Library Orientation held at Eastern Michigan University, May 7, 1971, edited by Sul H. Lee. ISBN 0-87650-028-9. LC 76-172770. 45p. Paper, $2.50.

Millicent C. Palmer	"Why Academic Library Instruction?"
James Kennedy	"Question: A Separate Course in Bibliography or Course Related Library Instruction?"
Verna V. Melum	"Motivating Students and Faculty"
Ann Andrew and Hannelore Rader	"Library Orientation Is Reaching Out to People"

A Challenge for Academic Libraries

How to Motivate Students to Use the Library (Papers Presented at the Second Annual Conference on Library Orientation for Academic Libraries, Eastern Michigan University, May 4-5, 1972), edited by Sul H. Lee. ISBN 0-87650-039-4. LC 73-78295. 98p. Cloth, $6.95.

Mary Jo Lynch	"Trials, Tactics, and Timing: Some Thoughts on Library Instruction Programs"
Marvin E. Wiggins	"A Scientific Model for the Development of Library Use Instructional Programs"
Alice S. Clark	"Computer Assisted Instruction in Use of the Library: One Solution for the Large University"
Charlotte Mills	"Involving Students in Library Orientation Projects: A Commitment to Help"

Planning and Developing a Library Orientation Program

Proceedings of the Third Annual Conference on Library Orientation for Academic Libraries (Eastern Michigan University, May 3-4, 1973). Managing Editor: Mary Bolner. ISBN 0-87650-061-0. LC 75-676. 72p. Cloth, $6.95.

Ann Andrew (editing the group discussion)	"Getting Started: Designing a Program, Proposal Writing, Funding: A Conversation"
Hannelore B. Rader (editing the group discussion)	"Campus Contacts: Developing Faculty Cooperation and Campus Publicity, Methods and Materials"
James E. Ward (editing the group discussion)	"The Position of the Orientation Program within the Library"
Robin Branstator (editing the group discussion)	"Doing It: The Methods and Materials of Instruction"
Thomas Kirk (editing the group discussion)	"Evaluation of Library Orientation and Instruction Programs: A Taxonomy"
Mary Bolner	"Project LOEX: The First Year"
A. P. Marshall	"Orientation for What?"
Hannelore B. Rader	"Bibliography on Library Orientation – 1973"

Evaluating Library Use Instruction

Papers Presented at the University of Denver Conference on the Evaluation of Library Instruction, December 13-14, 1973, edited by Richard J. Beeler. ISBN 0-87650-062-9. LC 75-77. 99p. Cloth, $6.95.

Thomas Kirk	"Bibliographic Instruction: A Review of Research"
Richard R. Johnson	"Library Instruction: The Mythology of Evaluation"
Patricia Culkin	"Evaluation of Computer Assisted Library Use Instruction"
Betty Hacker and Richard Stevens	"Evaluating the AIMLO Project"
John Lubans, Jr.	"Evaluation Attempts of Library Use Instruction Programs at the University of Colorado Libraries"
Rowens Weiss Swanson	"Comments on Library Instruction Programs and Evaluations"
Marvin E. Wiggins	"Evaluation in the Instructional Psychology Model"

Academic Library Instruction; Objectives, Programs, and Faculty Involvement

Papers of the Fourth Annual Conference on Library Orientation for Academic Libraries, Eastern Michigan University, May 9-11, 1974, edited by Hannelore B. Rader. ISBN 0-87650-063-7. LC 75-678. 75p. Cloth, $6.95.

Carl W. Hintz	"Library Orientation"
Fosdy E. Mohrhardt	"Libraries and Education"
Sara Lou Whildin	"Planning a Library Instruction Program Based on Measurable Objectives"
Barbara Brown	"The Consciousness IV Library Program at Howard University"
Carla J. Stoffle	"Library Instruction: The University of Wisconsin Parkside Experience"
Patricia Senn Breivik	"Effects of Library Based Instruction in the Academic Success of Disadvantaged Undergraduates"
Jean Lowrie	"Are Your Grassroots Crabgrass Or, Do You Need Professional Crabicide?"
Margery Read	"Library Education for Community College Faculty"
John Hobbins	"Seminars and Assignments: The Reinforcement Approach"
A. P. Marshall	"Are You Changing the World?"
Hannelore B. Rader	"Bibliography on Library Orientation – 1974"

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Appendix XVI

Summary of Conferences

I) First Annual Conference on Library Orientation for Academic Libraries. Friday, May 7, 1971. McKenny Union, Eastern Michigan University, Ypsilanti, Michigan.

Participants: 55 from 11 states and Canada.

Proceedings: Lee, Sul H. (Ed.) Library Orientation. Ann Arbor: Pierian Press, 1972 (paper $1.95).

II) Second Annual Conference on Library Orientation for Academic Libraries. Thursday and Friday, May 4-5, 1972. McKenny Union, Eastern Michigan University, Ypsilanti, Michigan.

Participants: 76

Proceedings: Lee, Sul H. (Ed.) How to Motivate Students to Use the Library. Ann Arbor: Pierian Press, 1973 (cloth $6.95).

III) Third Annual Conference on Library Orientation for Academic Libraries. Thursday & Friday, May 3 & 4, 1973. McKenny Union, Eastern Michigan University, Ypsilanti, Michigan.

Participants: 98 from 25 states and Canada representing 76 institutions.

Proceedings: Bolner, M. (Ed.) Planning & Developing a Library Orientation Program. Ann Arbor: Pierian Press, 1973.

IV) Fourth Annual Conference on Library Orientation for Academic Libraries. Thursday - Saturday, May 9-11, 1974. McKenny Union, Eastern Michigan University, Ypsilanti, Michigan.

Participants: 133

Proceedings: Rader, H. B. (Ed.) Academic Library Instruction; Objectives, Programs, and Faculty Involvement. Ann Arbor: Pierian, 1975. (cloth $6.95)

V) Fifth Annual Conference on Library Orientation for Academic Libraries. Thursday - Saturday, May 15-17, 1975. Hoyt Conference Center, Eastern Michigan University, Ypsilanti, Michigan.

Participants: 138 from 32 states and Canada representing 108 institutions.

Proceedings: Rader, H. B. (Ed.) Faculty Involvement in Library Instruction: Their Views on Participation in and Support of Academic Library Use Instruction. Ann Arbor: Pierian Press, 197_ (in process).

HBR/lek
11/75

Appendix XVII

CTRL News, November 1975, p. 319.

ACRL Announces Faculty Status Publication

ACRL's Committee on Academic Status has compiled the basic source documents relating to faculty status for librarians in colleges and universities in a new publication, *Faculty Status for Academic Librarians: A History and Policy Statements*, published by the American Library Association.

For over a decade ACRL has been involved in defining the standards for faculty status. *Faculty Status for Academic Librarians: A History and Policy Statements* brings together in one volume the association's statements of policies and other supporting documents related to faculty status. Included are the nine-point *Standards for Faculty Status for College and University Librarians* covering such areas as professional responsibility, college, university and library governance, tenure, promotion, and leaves. Criteria and procedures for appointment, promotion, and tenure are outlined in the *Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians*. The *Joint Statement on Faculty Status of College and University Librarians* (1972) drafted by ACRL and representatives of the American Association of University Professors and the Association of American Colleges is also included.

In the publication is the definitive statement on the history of the development of faculty status which was prepared by the late Arthur M. McAnally, the first chairman of ACRL's Committee on Academic Status.

The volume will serve as an information source for college and university administrators and teaching colleagues who question the position of the library profession on the issue of faculty status. It is available for $3.50 from the Order Department, American Library Association, 50 E. Huron St., Chicago, IL 60611. ■■

Videocassettes Available

"Faculty Views on Library Instruction," a panel which was among the highlights of the fifth annual Conference on Library Orientation held May 15-17, 1975, at Eastern Michigan University, Ypsilanti, Michigan, is now available on color videocassettes (two reels) and is being distributed by the Association of College and Research Libraries as part of its program of making excellent audiovisual programs available to librarians and educators.

The annual conferences on library orientation, sponsored by EMU's Center of Educational Resources, are an outgrowth of a Council on Library Resources-NEH library orientation grant.

According to Dr. Fred Blum, director of the Center of Educational Resources, the 100-minute program includes individual presentations by each of the panelists, followed by discussion and a question period.

Members of the faculty panel are: Len Clark, philosophy professor at Earlham College; Jeanne Halpern, English instructor at the University of Michigan; William Harvey, biology professor at Earlham College; and Charles Middleton, history professor at the University of Colorado. Panel moderator is Hannelore Rader, orientation librarian at Eastern Michigan University.

The panel members address themselves to problems confronting library users (both students and faculty) in academic libraries, ways of improving library utilization, and the effects of changing trends in education on library instruction. They illustrate their comments with numerous examples from their personal experiences with libraries and library instruction.

The videocassettes can be shown on any ¾-inch videocassette U-Matic player. Requests for borrowing the tape should be made on standard interlibrary loan request forms and addressed to the ALA Headquarters Library, 50 E. Huron St., Chicago, IL 60611. ■■

ACRL Membership

September 30, 1975	9,390
September 30, 1974	13,637
September 30, 1973	12,869

For out-of-print issues of *College & Research Libraries News*, write to University Microfilms, 300 North Zeeb Rd., Ann Arbor, MI 48106. Issues are available one year after date of publication.

Appendix XVIII

1970-1975 Publications
Relating to the Library
Outreach Orientation Program

1970-71

Marshall, A. P. "Library Outreach: The Program at Eastern Michigan University", Drexel Library Quarterly, VII (July-October, 1971) pp. 347-350.

Rader, H. B. "Reaching Out to Freshmen", Michigan Librarian, XXVII (Fall, 1971), pp. 11-13.

1971-72

Andrew, Ann and Hannelore Rader. "Library Orientation is Reaching Out to People", in Library Orientation, Papers presented at the First Annual Conference on Library Orientation, Eastern Michigan University, May 7, 1971. Ann Arbor, Pierian Press, 1972.

Newell, M. "GP in the Academic Library", Catholic Library World, XLIII (April, 1972), pp. 453-456.

1972-73

Lee, S. H. (Ed.) A Challenge for Academic Libraries. How to motivate students to use the library. Proceedings from the Second Annual Conference on Library Orientation for Academic Libraries, Eastern Michigan University, May 4-5, 1972. Ann Arbor: Pierian Press, 1973.

Rader, H. B. "Course-Related Library Instruction" In Academic Library Bibliographic Instruction Status Report, 1972. ERIC Report # ED 072 823, pp. 19-31.

1973-74

Rader, H. B. "The Formal Course in Bibliography" in J. Lubans' Educating the Library User; Instruction in the Use of Libraries. New York: Bowker, 1974.

Rader, H. B. "Library Orientation and Instruction - 1973, An Annotated Review of the Literature", Reference Services Review, II (January-March, 1974), pp. 91-93.

1974-75

Bolner, M. (Ed.) Planning and Developing a Library Orientation Program. Proceedings of the Third Annual Conference on Library Orientation for Academic Libraries, Eastern Michigan University, May 3-4, 1973. Ann Arbor: Pierian Press, 1975.

continued:

1970-1975 Publications, continued:

1974-75, continued:

Rader, H. B. Academic Library Instruction; Objectives Programs, and Faculty Involvement. Papers of the Fourth Annual Conference on Library Orientation for Academic Libraries, Eastern Michigan University, May 9-11, 1974. Ann Arbor: Pierian Press, 1975.

Rader, H. B. "Bibliography on Library Orientation - 1974", Reference Services Review, III (January - March, 1975), pp. 29-31.

Rader, H. B. "Library Orientation and Instruction - 1973: An Annotated Review of the Literature", Reference Services Review, II (January - March, 1974), pp. 91-93.

Rader, H. B. Review of Peter Fox's Reader Instruction Methods in Academic Libraries. Cambridge University Library, 1973. In College and Research Libraries, XXVI (July, 1975).